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ABSTRACT

The results of a five-step curriculum analysis of the office occupations program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alterrate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED166460

"Project: MOBILITY"

A Federally Funded Research and Design Project
for
Disadvantaged and Handicapped Vocational Education Students
(Grant #G007603888)

THE FOLLOWING IS A CURRICULUM ANALYSIS
COMPLETED TO
IDENTIFY AND ELIMINATE HURDLES TO STUDENT SUCCESS IN

Office Occupations

Curriculum Analysis

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June, 1978

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CE 019 819

RESEARCH AND DESIGN PROJECT
CURRICULUM ANALYSIS

OFFICE OCCUPATIONS

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RESEARCH AND DESIGN PROJECT

CURRICULUM ANALYSIS

INTRODUCTION

The largest task undertaken in completing Phase II of this project was the thorough curriculum assessment of the five vocational education programs focused on by this project (Automotive Mechanics, Electronics, Licensed Vocational Nursing, Registered Nursing and Office Occupations). This analysis sought to identify the specific hurdles which were preventing student success; and then to determine what specific instructional methods/media changes would have to be made to eliminate them.

Each team worked to translate their curriculum from a norm referenced to a criterion referenced basis. Employment requirements replaced textbook tables of content as the basis of determining what should be mastered. Individual mastery replaced class standing as the standard of success or failure; and the methods and media of instruction were reassessed to determine if they were most appropriate, given the unique needs of the target students and the characteristics of the skills/knowledges/attitudes to be mastered.

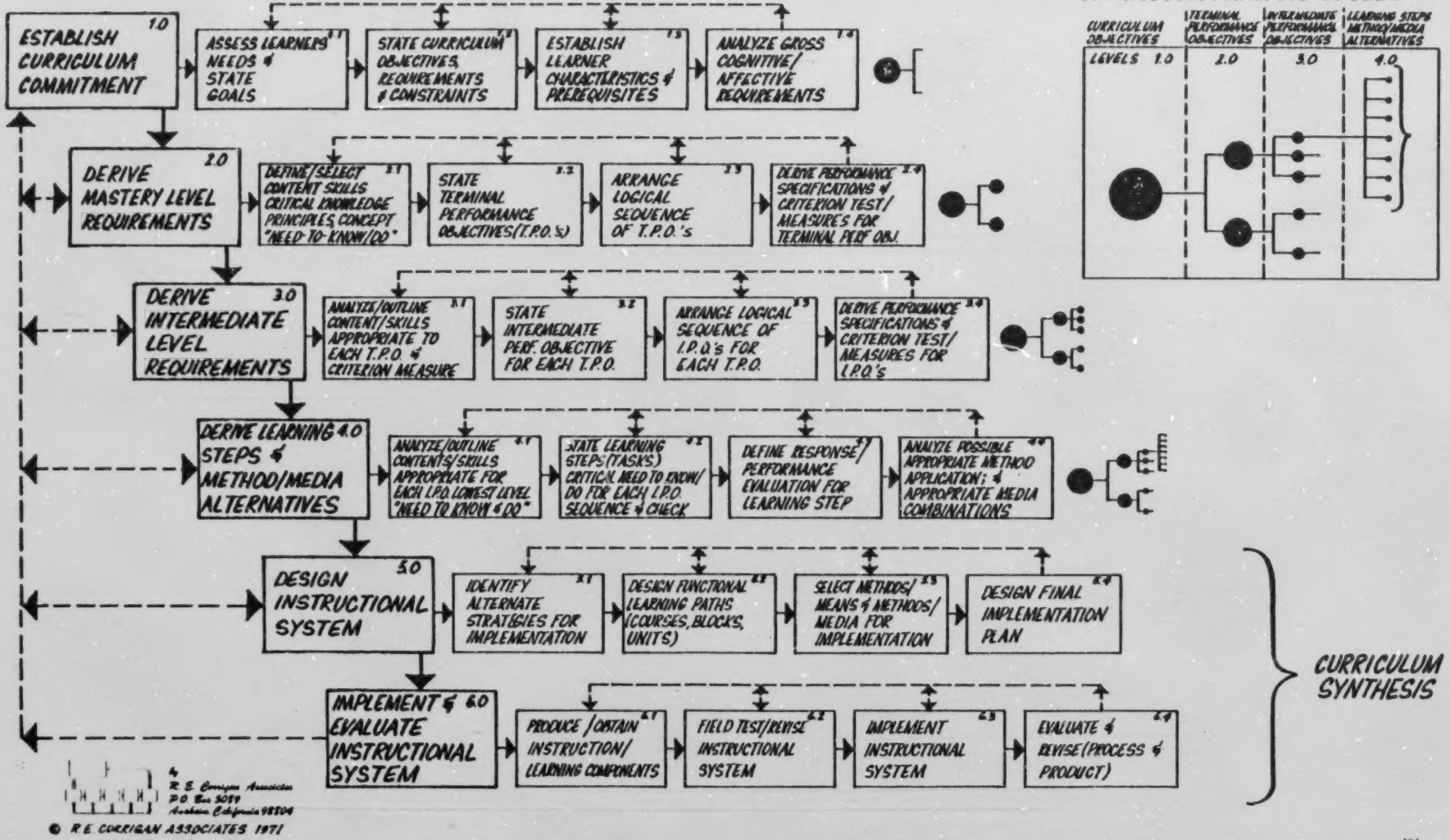
The process used by each team was a highly systematic one. It sought to eliminate assumption and to standardize the curriculum analysis steps being applied by each of the five instructional design teams. All teams applied the same steps, in the same sequence, and against the same standards of completion. As much as possible, the process remained a constant. It was only the content/skills/behavior being analyzed that differed from team to team. The model of curriculum analysis that was employed can be found on page 3. All team members

were trained in its application. In addition, a consultant from the developers of the model worked with each design team as they applied it to their vocational education program.

There were five general steps applied by each team. A listing of those steps can be found on pages 5 and 6. This booklet has been sectioned and bound according to those five steps. At the beginning of each section, you will be provided with a general overview of what the team did at that step. You will then be given a listing of the analysis functions performed by the team at that step. For steps 3 and 4, you will also be provided with the detailed instructions given to the team and copies of the forms they used. The curriculum analysis products developed by the team will then be provided in the sequence in which they were developed.

We hope that our effort will be of value and that the following analysis will help eliminate the hurdles which are keeping disadvantaged and/or handicapped vocational education students from successfully acquiring the skills, knowledges and attitudes they require to enter the job market place and; as a minimum, achieve their independent survival point.

SAFE INSTRUCTIONAL SYSTEM MODEL


1.0 ESTABLISH CURRICULUM COMMITMENT
1.1 ASSESS LEARNERS NEEDS & STATE GOALS
1.2 STATE CURRICULUM OBJECTIVES, REQUIREMENTS & CONSTRAINTS
1.3 ESTABLISH LEARNER CHARACTERISTICS & PREREQUISITES
1.4 ANALYZE GROSS COGNITIVE/AFFECTIVE REQUIREMENTS
2.0 DERIVE MASTERY LEVEL REQUIREMENTS
2.1 DEFINE/SELECT CONTENT SKILLS CRITICAL KNOWLEDGE PRINCIPLES, CONCEPT "NEED-TO-KNOW/DO"
2.2 STATE TERMINAL PERFORMANCE OBJECTIVES (T.P.O.'S)
2.3 ARRANGE LOGICAL SEQUENCE OF T.P.O.'s
2.4 DERIVE PERFORMANCE SPECIFICATIONS & CRITERION TEST/MEASURES FOR TERMINAL PERF OBJ.
3.0 DERIVE INTERMEDIATE LEVEL REQUIREMENTS
3.1 ANALYZE/OUTLINE CONTENT/SKILLS APPROPRIATE TO EACH T.P.O. & CRITERION MEASURE
3.2 STATE INTERMEDIATE PERF. OBJECTIVE FOR EACH T.P.O.
3.3 ARRANGE LOGICAL SEQUENCE OF I.P.O.'s FOR EACH T.P.O.
3.4 DERIVE PERFORMANCE SPECIFICATIONS & CRITERION TEST/MEASURES FOR I.P.O.'s
4.0 DERIVE LEARNING STEPS & METHOD/MEDIA ALTERNATIVES
4.1 ANALYZE/OUTLINE CONTENTS/SKILLS APPROPRIATE FOR EACH I.P.O. LOWEST LEVEL "NEED TO KNOW & DO"
4.2 STATE LEARNING STEPS (TASKS) CRITICAL NEED TO KNOW/DO FOR EACH I.P.O. SEQUENCE & CHECK
4.3 DEFINE RESPONSE/PERFORMANCE EVALUATION FOR LEARNING STEP
4.4 ANALYZE POSSIBLE APPROPRIATE METHOD APPLICATION; & APPROPRIATE MEDIA COMBINATIONS
5.0 DESIGN INSTRUCTIONAL SYSTEM
5.1 IDENTIFY ALTERNATE STRATEGIES FOR IMPLEMENTATION
5.2 DESIGN FUNCTIONAL LEARNING PATHS (COURSES, BLOCKS, UNITS)
5.3 SELECT METHODS/MEANS & METHODS/MEDIA FOR IMPLEMENTATION
5.4 DESIGN FINAL IMPLEMENTATION PLAN
6.0 IMPLEMENT & EVALUATE INSTRUCTIONAL SYSTEM
6.1 PRODUCE/OBTAIN INSTRUCTION/LEARNING COMPONENTS
6.2 FIELD TEST/REVISE INSTRUCTIONAL SYSTEM
6.3 IMPLEMENT INSTRUCTIONAL SYSTEM
6.4 EVALUATE & REVISE (PROCESS & PRODUCT)
CURRICULUM SYNTHESIS
CURRICULUM ANALYSIS LEVELS
CURRICULUM OBJECTIVES
TERMINAL PERFORMANCE OBJECTIVES
INTERMEDIATE PERFORMANCE OBJECTIVES
LEARNING STEPS METHOD/MEDIA ALTERNATIVES
LEVELS 1.0
2.0
3.0
4.0

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RESEARCH AND DESIGN PROJECT

SPECIFIC WORK ASSIGNMENTS TO BE COMPLETED BY EACH CURRICULUM DESIGN TEAM.

The following five steps will constitute the total scope of work to be completed during Phase II of the project. Establish your own work schedules and meeting times. All work is to be completed by December 16, 1977.

STEP 1

a) Derive Employment Requirements - a definition of the employment opportunity and a statement of the Skills/Behaviors/Attitudes required for employment.

b) Define your Program Curriculum Objective specific to the stated Employment Requirements - focus on required final mastery.

c) Derive Performance Requirements for the stated Program Curriculum Objective. These represent statements of all operating limitations, conditions or givens affecting the implementation or content of the Program Curriculum Objective.

d) Translate all existing courses presently required for graduation from your program area into curriculum objectives (vocational/occupational courses only).

e) Define the terminal mastery (Cognitive/Affective/Psychomotor) which students must achieve from each non-occupational/vocational course included in your program.

STEP 2

a) Perform a Cognitive/Affective/Psychomotor Analysis of each stated course objective to derive ALL highest levels of mastery required for successful completion of the course.

b) State the criteria of mastery for each item identified in the Cognitive/Affective/Psychomotor Analysis. These statements would include the method of evaluation and the level of performance required of the student (How and How Well). This statement is not the exact test item that the student would encounter (Criterion Measure).

c) Assess each course to confirm that the sequencing of the items of mastery is correct according to the taxonomies; and that the combined courses will produce the mastery demanded by the Employment Requirements and the Program Curriculum Objective (vocational/occupational courses only).

STEP 3

a) Identify those items of mastery required in each course which represent problem areas for the disadvantaged student; i.e., required proficiency levels

not being attained.

b) Diagnose/Identify the nature of the problem areas and their perceived causes for performance deficiencies in terms of 1) student related and 2) curriculum/course related causes.

c) Prioritize the identified problem areas according to their criticality for continuing success by the disadvantaged student.

STEP 4

a) Restate the priority problem areas as Terminal Performance Objectives.

b) Derive Criterion Measures for each Terminal Performance Objective.

c) Analyze the Learning Requirements to Achieve each Objective.

d) Organize the learning steps.

e) Analyze alternate Methods and Media.

STEP 5

a) Define specific recommendations of program/course change to eliminate the identified problems and produce the required mastery.

RESEARCH AND DESIGN

PROJECT: MOBILITY

STEPS OF CURRICULUM ANALYSIS

STEP 1

AS THEIR FIRST STEP, THE DESIGN TEAM SEEKS OUT THE EMPLOYER'S STATEMENT OF SKILLS/KNOWLEDGES/ATTITUDES REQUIRED FOR EMPLOYMENT. THE COLLEGE'S VOCATIONAL PROGRAM AND ITS COURSES ARE THEN TRANSLATED INTO MEASURABLE PERFORMANCE OBJECTIVES.

THIS STEP CLEARLY DEFINES THE SKILLS/KNOWLEDGES AND ATTITUDES REQUIRED FOR EMPLOYMENT WHICH WILL BE THE ULTIMATE REFERENT FOR THE ENTIRE PROJECT. IT ALSO TRANSLATES THE COLLEGE'S VOCATIONAL EDUCATION PROGRAMS INTO MORE PRECISE STATEMENTS OF REQUIRED FINAL MASTERY. THIS FINAL MASTERY WILL BE THE TARGET OF ALL UPCOMING CURRICULUM ANALYSIS STEPS.

STEP 1:

A) DERIVE EMPLOYMENT REQUIREMENTS - A DEFINITION OF THE EMPLOYMENT OPPORTUNITY AND A STATEMENT OF THE SKILLS/BEHAVIORS/ATTITUDES REQUIRED FOR EMPLOYMENT.

B) DEFINE YOUR PROGRAM CURRICULUM OBJECTIVE SPECIFIC TO THE STATED EMPLOYMENT REQUIREMENTS - FOCUS ON REQUIRED FINAL MASTERY.

C) DERIVE PERFORMANCE REQUIREMENTS FOR THE STATED PROGRAM CURRICULUM OBJECTIVE. THESE REPRESENT STATEMENTS OF ALL OPERATING LIMITATIONS, CONDITIONS OR GIVEN AFFECTING THE IMPLEMENTATION OR CONTENT OF THE PROGRAM CURRICULUM OBJECTIVE.

D) TRANSLATE ALL EXISTING COURSES PRESENTLY REQUIRED FOR GRADUATION FROM YOUR PROGRAM AREA INTO CURRICULUM OBJECTIVES (VOCATIONAL/OCCUPATIONAL COURSES ONLY).

E) DEFINE THE TERMINAL MASTERY (COGNITIVE/AFFECTIVE/PSYCHOMOTOR) WHICH STUDENTS MUST ACHIEVE FROM EACH NON-OCCUPATIONAL/VOCATIONAL COURSE INCLUDED IN YOUR PROGRAM.

TYPIST CLERK

NATURE OF WORK

This is varied clerical and typing work of moderate difficulty.

An employee of this class performs a wide variety of clerical duties. Work decisions may be made in accordance with established precedents and departmental policies. Until the difficult phases of the work are learned, employees work under close supervision, but thereafter detailed instructions are received only at the institution of changes in procedures and on unusual or difficult matters. Supervision may be exercised over a few employees assisting in routine matters. Typing is an integral part of the job but in some cases is involved in only a small portion of the duty time.

ILLUSTRATIVE EXAMPLES OF WORK

Completes forms or form letters with designated or routine information; cuts mimeograph or other duplicating stencils or plates; types bills, index cards, permits, letters, notices, purchase orders, reports and other forms from plain copy, rough draft or information at hand.

Acts on requests or complaints received over the counter or telephone; prepares necessary documents to initiate or to stop water, sewer or disposal services; answers a variety of questions.

Checks and tabulates statistical data; sorts and files material alphabetically, numerically or by other pre-determined categories; removes material from file upon request.

Operates standard office equipment.

Performs related work as required.

KNOWLEDGES, ABILITIES AND SKILLS

Working knowledge of business English, spelling and arithmetic.

Some knowledge of modern office practices and procedures.

Ability to understand and follow oral and written instructions.

Ability to make arithmetical computations with speed and accuracy.

Ability to maintain harmonious working relationships with other emplcyees and the general public.

Ability to learn assigned clerical tasks, to adhere to prescribed routines, and to develop skill in the operation of common office appliances.

Skill in the operation and care of a typewriter.

DESIRABLE TRAINING AND EXPERIENCE

Graduation from a standard high school and some experience in typing and clerical work; or any equivalent combination of training and experience.

RECEPTIONIST

DEFINITION:

Under general supervision, greets the public and supplies them with a variety of information; channels visitors to proper places or personnel; and performs related work as required.

DISTINGUISHING CHARACTERISTICS:

Receptionist is utilized in County departments where there is a large volume of public contact by phone and in person. Although general clerical responsibilities are important, this class differs from other clerical classes in that major emphasis is on public relations. Receptionist is used where a position's responsibilities make it the primary departmental contact with the public by phone and in person and where a large volume of such contact is necessary.

Prime factors for successful performance in this class are the ability to work well under constant pressure of phones, visitors and staff, be outgoing but not easily intimidated by unusual attitudes, language or circumstances, use own initiative by being a self-starter and seeking answers to problems, and identify information needed or problem to be solved and either pursue this rapidly and effectively or make correct judgment as to where person can best be helped. Incumbents of this class must be able to communicate effectively, present a neat and appropriate appearance and have a pleasant voice on the phone and in person.

EXAMPLES OF DUTIES:

1. Greets and interviews the public by phone and in person.
2. Obtains required information from the public.
3. Refers contacts to appropriate places or personnel.
4. Provides variety of information to the public regarding programs, policy, procedure and law.
5. Issues a variety of forms and printed information.
6. Arranges appointments.
7. Maintains information on whereabouts and availability of departmental personnel.
8. Maintains schedule of departmental activities.
9. Receives complaints and refers to appropriate party when necessary.

RECEPTIONIST (Continued)

10. Maintains registers of visitors.

11. Performs routine clerical tasks.

12. May receive and distribute mail.

13. May perform simple financial record keeping.

14. May type from clear copy or mechanical dictating equipment.

MINIMUM QUALIFICATIONS:

Experience: One year of general clerical experience which involved daily public contact.

Other Requirements: Ability to type at a speed of 35 words per minute.

ON THE FOLLOWING PAGES, YOU ARE PROVIDED WITH AN ANALYSIS OF THE ENTRY-LEVEL SKILLS/KNOWLEDGES/ATTITUDES REQUIRED TO SUCCEED IN THIS OCCUPATIONAL AREA. THE INFORMATION IS TAKEN FROM THE DICTIONARY OF OCCUPATIONAL TITLES, D.O.T., COMPILED BY THE DEPARTMENT OF LABOR.

THIS ANALYSIS IS ONE OF SEVERAL SOURCES USED BY THE PROJECT DURING PHASE II TO DEFINE THE LEVELS AT WHICH A STUDENT WOULD HAVE TO BE ABLE TO PERFORM IN ORDER TO ENTER AND SUCCEED IN THIS PROGRAM. THESE LEVELS FURTHER SERVED TO HELP PUT LIMITS ON REMEDIAL PROGRAMS DESIGNED TO BRING A STUDENT UP TO ENTRY-LEVEL STANDARDS.

RESEARCH DESIGN PROJECT FOR DISADVANTAGED STUDENTS DOT INFORMATION SHEET

OCCUPATIONAL EDUCATION
NOV 15 1977

VOCATIONAL PROGRAM: SECRETARIAL SCIENCE

WORKER TRAIT NUMBER THIS VOCATIONAL CLUSTER: .268

JOBS WITHIN THIS VOCATIONAL CLUSTER:

Job	DOT Number
1. Secretary	201.268
2. Typist	204.288
3. File Clerk	206.388
4. Court Reporter	202.388
5. Duplicating Machine Operator	207.782

BREAK-DOWN OF VOCATIONAL CLUSTER WORKER TRAIT INFORMATION:

A. CLUSTER: SECRETARIAL SCIENCE

B. JOB: SECRETARY DOT NUMBER 20.268

C. WORKER TRAITS RELATED TO DATA, PEOPLE, THINGS:

A. Analyzing

B. Speaking - Signaling

C. No Significant Thing Relationship

D. GENERAL EDUCATIONAL DEVELOPED REQUIRED:

1. Reasoning Development -- Level GED 4

Apply principles of rational systems[1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

D.GENERAL EDUCATIONAL DEVELOPMENT REQUIRED Con't.

2. Matematical Development, Level GED 4

Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.

3. Language Developmemt, Level GED 4

Comprehension and expression of a level to
- Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative.
- Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in service of agency.
- Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.

E. APTITUDES; Specific capabilities and abilities required in order to learn or perform adequately a job duty.

Aptitude	Level	Explanation
G	2	(G) INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school. (2) The highest third exclusive of the top 10 percent of the population. This segment of the population possesses and above average or high degree of the aptitude.
V	2	(V) VERBAL: Ability to understand meanings of words and ideas associated with them, and use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

Aptitude	Level	Explanation
		(2) The highest third exclusive to the top 10 percent of the population. This segment of the population possess an above average or high degree of the aptitude.
P	2	(P) FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
		(2) The highest third exclusive to the top 10 percent of the population. This segment of the population possess an above average or high degree of the aptitude.
Q	2	(Q) CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computations.
		(2) The highest third exclusive to the top 10 percent of the population. This segment of the population possess an above average or high degree of the aptitude.
K	2	(K) MOTOR COORDINATION: Ability to coordinate eyes and hands for fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.
		(2) The highest third exclusive to the top 10 percent of the population. This segment of the population possess an above average or high degree of the aptitude.
F	3	(F) FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers.
		(3) The middle third of the population. This segment of the population possesses a medium degree of the aptitude, ranging from slightly below to slightly above average.

E. SPECIFIC VOCATIONAL PREPARATION - Amount of time required to learn the techniques needed for average performance of job duties.

Over one year up to and including two years.

F. INTERESTS - Perferences for certain types of work activities or experiences.

1. Situtations involving a preference for activities involving business contact with people.

2. Situations involving a preference for activities concerned with people and the communication of ideas.

G. TEMPERAMENTS - Work situation adjustments required.

1. Situations involving a variety of duties often characterized by frequent change.

2. Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

3. Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

H. PHYSICAL DEMANDS - Physical demand activities required to perform job tasks

Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

READING, HANDLING, FINGERING, AND/OR FEELING:

(1) Reading: Extending the hands and arms in any direction.
(2) Handling: Seizing, holding, grasping, turning, or otherwise working with the hands or hands (fingering not involved).
(3) Fingering: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).
(4) Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the finger tips.

H. PHYSICAL DEMANDS Con't.

TALKING AND/OR HEARING:

(1) Talking: Expressing or exchanging ideas by means of the spoken word.
(2) Hearing: Perceiving the nature of sounds by the ear.

SEEING:

Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are: (1) acuity, far and near, (2) depth perception, (3) field of vision, (4) accomodation, (5) color vision. The functions are defined as follows:

(1) Acuity, far - clarity of vision at 20 feet or more.
Acuity, near - clarity of vision at 20 inches or less.

(2) Depth perception - three dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.

(3) Field of vision - the area that can be seen up and down or to the right or left while the eyes are fixed on a given point.

I. WORKING CONDITIONS -- Physical surrondings of a worker in a specific job.

RESEARCH AND DESIGN PROJECT

OFFICE OCCUPATIONS

Defining the Scope of Work

1. Areas outside the expertise of the group (medical receptionist and business machines) were eliminated.

2. All common and unique courses of the three remaining programs were identified. Also identified were the total courses required for group analysis.

	Common Courses
I. Stenographer (total 9)	(3) GO 1 A & B
II. Clerical (total 14)	(3) SS 1 A & B
III. Receptionist (total 9)	(3) BA 33 (Human Relations)
	(3) SS 61 (Spelling/Penmanship)

Unique Courses

I. SS 1C, SS 2 A & B (Shorthand), SS 63 (Vocab.)
II. SS 1C, BA 10, English 5, GO 51, BA 21, BA 18, GO 50, GO 8
III. BA 10, English 5, GO 51

3. The percentages of student enrollment in three priority areas were identified for both normal and disadvantaged (according to the estimate of the group)

	Normal	Priority	Disadv.	Priority	Interest
I. Stenographer	30%	1		3	
II. Clerical	60%	2	90%	1	
III. Receptionist	10%	3	10%	2	

4. The three areas were prioritized according to priority student interest (desire). See above.

5. The three areas were prioritized according to which provides the highest employable skills (highest probability of employment following completion) for both normal and disadvantaged students.

	Normal	Disadvantaged
I. Stenographer	1	
II. Clerical	2	1
III. Receptionist	3	2

6. Based upon the demonstration of the consistently high priority ranking in all categories (especially for the disadvantaged student) and because of the reduced Committee membership, the group selected Clerical/Receptionist as the areas the group would concentrate on.

7. It was noted that only three additional courses need be analyzed to complete Stenographer. The Committee will address itself to Stenographer following completion of the analysis of Clerical and Receptionist.

RESEARCH AND DESIGN PROJECT

OFFICE OCCUPATIONS

Clerical

Curriculum Objectives

After completion of four semesters, the Fresno City College Clerical student will be able to demonstrate mastery in varied classroom settings of the learned clerical tasks required for employment, including the ability to:

1. Spell and punctuate correctly so that letters and other communications will be fully comprehended

2. Perform routine arithmetic computations, including addition, subtraction, multiplication, division and fractions, with mastery at the tenth-grade level

3. Keep and maintain records of a business nature

4. File alphabetically, geographically, chronologically, subjectively, and numerically

5. Operate efficiently a variety of office machines, including the typewriter, fluid duplicator, photocopier, adding machine, dictaphone, and stencil duplicator.

Successful completion of the Clerical Program will be determined by the student's ability to demonstrate mastery of the specific evaluation criteria established for:

1. SS 1 AB - Typing
2. BA 10 - Introduction to Business
3. BA 21 - Business Math
4. SS 61 - Spelling and Penmanship
5. GO 50 - Clerical Training
6. GO 51 - Applied Accounting
7. GO 1 AB - Office Training
8. GO 8 - Business Machine Calculation
9. BA 18 - Business Law
10. BA 33 - Human Relations in Business
11. English 5 - Business Correspondence

Specific criteria of mastery for each course are stated in each course package.

RESEARCH AND DESIGN PROJECT

OFFICE OCCUPATIONS

Receptionist

Curriculum Objectives

After completion of two semesters, the Fresno City College Receptionist one-year non-degree major student will be able to demonstrate, in varied classroom and office settings, the skills required for employment, including the ability to:

1. Meet and greet the public by phone and in person and obtain required information from them
2. Arrange appointments
3. Tactfully satisfy the inquiries regarding the location and availability of the department personnel
4. Receive complaints and refer to appropriate party when necessary
5. Maintain a register of visitors
6. File alphabetically, geographically, chronologically, subjectively and numerically
7. Receive and distribute mail
8. Perform simple financial record keeping
9. Type from clear copy or mechanical dictating equipment.

Successful completion of the receptionist program will be determined by each student's ability to demonstrate mastery of the specific evaluation criteria established for the following classes:

1. SS 1A (SS 1B or SS 51*) - Typing
2. BA 10 - Introduction to Business
3. SS 61 - Spelling and Penmanship
4. GO 51 - Applied Accounting
5. GO 1 A, B - Office Training
6. BA 33 - Human Relations in Business
7. English 5 - Business Correspondence

Specific criteria of mastery for each course are stated in each course package.

* SS 51 currently being revised.

RESEARCH AND DESIGN PROJECT

OFFICE OCCUPATIONS

Stenographer

Curriculum Objectives

After completion of two semesters, the Fresno City College Stenographic one-year non-degree major student will be able to demonstrate mastery of the General Office skills required for employment through the ability to:

1. Type at least forty net words per minute
2. Take dictation at eighty words per minute and transcribe with at least ninety-seven percent accuracy
3. Transcribe, using cassette equipment, at thirty net words* per minute (150 lines per hour)
4. Demonstrate extensive mastery in PBX procedures as follows: handling of multi-trunk lines (eight to ten calls simultaneously), coordination of conference calls, accurate taking and distribution of messages, and the ability to meet and great the public by phone and in person in a professional manner as required for employment
5. Operate both mimeograph and duplication machines
6. File alphabetically, geographically, chronologically, subjectively and numerically
7. Type from dictation three business letters per hour of a length of 120 words with no more than one uncorrected error** (typographical or grammatical) per hour

Successful completion of the stenographic program will be determined by each student's ability to demonstrate mastery of the specific evaluation criteria established for the following classes:

1. SS 1 B, C - Typing
2. SS 2 A, B - Shorthand
3. SS 61 - Spelling and Penmanship
4. GO 1 A, B - Office Training
5. BA 33 - Human Relations
6. SS 63 - Vocabulary Building

Specific criteria of mastery for each course are stated in each course package.

* Net Words - number of words typed minus the number of errors

** Uncorrected Error - a typographical or grammatical error not identified and corrected by the student during the process of proofreading

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - Beginning Typing, SS 1A

After completion of one semester of Beginning Typing (3 units, 5 hours), the Fresno City College student will be able to demonstrate in a classroom setting mastery of the following:

1. The ability to type a minimum of 30 net words* a minute for three (3) minutes from straight copy timed writings.

2. The ability to type from unarranged copy and to prepare for mailing two (2) business or personal business letters, including a carbon copy for each letter, in one hour. The length of each letter must be 120-150 words, with no more than one uncorrected error.**

   Preparation for mailing includes the proper:

   A. Typing of the envelopes
   B. Verification of signatures
   C. Folding and insertion of the letters into the envelopes

3. The ability to type correctly at least three (3) unarranged tabulated problems per hour with no more than one uncorrected error. Each problem must consist of three (3) columns with a minimum of six (6) lines.

   A correctly typed tabulation problem includes the proper placement of:

   A. Main heading
   B. Secondary heading
   C. Column heading for each column

4. The ability to type from straight copy in one hour two (2) separate full-page outlines either topbound, leftbound, or unbound, using a twelve pitch (elite) type with no more than one uncorrected error.

   The correctly typed outline must include the proper placement of:

   A. Major heading
   B. Major divisions
   C. Subheadings (First Order through Third Order)

* Number of words typed minus two words per error.
** A typographical error not identified and corrected by the student during the process of proofreading.

5. The ability to type in one hour a two-page manuscript either top-bound, leftbound, or unbound from unarranged copy using a twelve-pitch (elite) type with no more than one uncorrected error.

   The typed manuscript must include the proper placement of:

   A. Major heading
   B. Secondary heading
   C. Side heading
   D. Paragraph heading
   E. Footnotes
   F. Page numbers

Successful completion of Beginning Typing, SS 1A, will be determined by each student's ability to master the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - Intermediate Typing, SS 1B

After completion of one semester of Intermediate Typing (3 units, 5 hours), the Fresno City College student will be able to demonstrate in a classroom setting mastery of the following:

1. The ability to type a minimum of 40 net words* a minute for five minutes from straight copy timed writings.

2. The ability to type from unarranged copy and to prepare for mailing four (4) business or personal business letters with special features, including a carbon copy for each letter, in one hour (one of the letters to be an AMS Simplified letter). The length of each letter must be 120-150 words, with no more than one uncorrected error.**

   Special features include:

   A. Mailing notations
   B. Attention line
   C. Subject or reference line
   D. Company signature
   E. Reference initials
   F. Enclosure notation
   G. Treatment of carbon copy
   H. Blind carbon copy
   I. Postscript

   All special features need not appear in each letter typed; however, the student must demonstrate mastery of the proper placement of all features in the combined letters.

   Preparation for mailing includes the proper:

   A. Typing of the envelopes
   B. Verification of signatures
   C. Folding and insertion of the letters into the envelopes

3. The ability to type correctly at least three (3) unarranged tabulated problems with special features per hour with no more than one uncorrected error. Each problem must consist of three (3) or more columns with a minimum of six (6) lines.

   Special features include:

   A. Spread heading
   B. Multiline column headings

* Number of words typed minus two words per error.
** A typographical error not identified and corrected by the student during the process of proofreading.

C. Horizontal rulings
D. Leaders
E. Tabulation with a full sheet of paper (8½ X 11) with the short edge at the left

All special features need not appear in each problem; however, the student must demonstrate mastery of the proper placement of all features in the combined problems.

A correctly typed tabulation problem includes the proper placement of:

A. Main heading
B. Secondary heading
C. Column heading for each column
D. Special features

4. The ability to type in one hour a title page, a full-page bibliography and a two-page manuscript either topbound, leftbound, or unbound from unarranged copy using a twelve pitch (elite) type with no more than one uncorrected error.

The typed manuscript must include the proper placement of:

A. Title page
B. Major heading
C. Secondary heading
D. Side heading
E. Paragraph heading
F. Quoted material
G. Footnotes
H. Page numbers
I. Bibliography

5. The typing of standard business forms from unarranged copy including:

A. Invoices
B. Purchase Requisitions/Orders
C. Statements of Account
D. Credit Memoranda
E. Intra-Inter Office Memoranda
F. Bills of Lading
G. Checks (Voucher)

Successful completion of Intermediate Typing, SS 1B, will be determined by each student's ability to demonstrate mastery of the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - Spelling and Penmanship, SS 61

After completion of one semester of Spelling and Penmanship, SS 61 (2 Units, 2 Hours), the Fresno City College student will be able to demonstrate in a classroom setting mastery of the skills required for employment through the ability to:

1. Correctly spell a minimum of 585 words, identified as the most current and often used in business and specialized (technical) industries, out of 850 spelling words (70 percent accurate) over 34 separate testing situations of 25 words a test.

2. Use the dictionary to obtain correct spelling, pronunciation, meaning, derivation, syllabication and division of words.

3. Apply correctly the rules governing spelling and know the reference materials available to them on the job to verify the proper use of the rules. The rules include:

   A. Adding a suffix
   B. Syllabication
   C. Word Division
   D. Words Ending in Silent Vowels
   E. Words Containing "ei" and "ie" Sequences
   F. Plural Forms of Nouns
   G. Possessive Forms of Nouns
   H. Contractions

4. Demonstrate neat and legible handwriting skills in a variety of situations by:

   A. Writing legibly the 26 letters of the alphabet--both small and capital letters
   B. Joining legibly the letters of the alphabet in forming words
   C. Writing legibly arabic numerals
   D. Writing legibly fractions and common business symbols.

Successful completion of Spelling and Penmanship will be determined by each student's ability to demonstrate mastery of the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - General Office 1A

After completion of one (1) semester of General Office 1A (3 units, 5 hours), the Fresno City College General Office 1A students will be able to demonstrate mastery of the General Office skills required for employment through their ability to:

1. Cut stencils, using typewriters, mimeoscopes, lettering guides, shading plates, or styli, which will produce clean/legible copies when run off.

2. Correct typing and styli errors on stencils by the use of mimeograph correction fluid or patching which will produce clean/legible copies when run off.

3. Correctly operate stencil duplicating machines by:

   A. Filling and adjusting paper feed tray
   B. Adjusting paper receiving tray
   C. Centering copy vertically and horizontally
   D. Checking and filling ink to proper level
   E. Correcting minor cuts and tears in stencils by using mimeograph correction fluid or masking tape while stencil is on machine
   F. Removing and preserving the stencils
   G. Maintaining cleanliness of machine, operator, and working area
   H. Observing all required safety procedures while operating the machine

   Producing clean/legible copies when run off.

4. File alphabetically, geographically, chronologically, subjectively, and numerically.

5. Complete master units using lettering guides, shading plates, and styli which will produce clean legible copies when run off.

6. Correct errors on master units with razor blade, tape, grease/crayon pencil, removal, or patching, which will produce clean/legible copies when run off.

7. Correctly operate liquid duplicating machines by:

   A. Filling and adjusting paper tray
   B. Centering copy vertically and horizontally
   C. Checking and filling alcohol level with funnel
   D. Correcting minor cuts and tears in carbon masters with razor blade, tape, grease/crayon pencil, removal, or patching.
   E. Maintaining cleanliness of machine, operator, and working area
   F. Observing all safety procedures while operating the machine
   G. Removing and preserving the masters.

   Producing clean/legible copies when run off.

8. Construct memo pads. Construction includes:

   A. Design (paper/backing selection, size, color, graphics)
   B. Run off on mimeograph or fluid duplicating machines
   C. Cutting to size with the paper cutter
   D. Clamping and cementing of pads
   E. Trimming and straightening of sides and bottom of pads.

Successful completion of General Office 1A will be determined by each student's ability to demonstrate mastery of the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - General Office 1B

After completion of one (1) semester of General Office 1B (3 units, 5 hours), the Fresno City College student will be able to demonstrate, in the classroom setting, mastery of skills required for employment including the ability to:

1. Machine transcribe* at the rate of 30 net words** per minute (150 lines per hour).

2. Machine transcribe and prepare for mailing three (3) business or personal business letters with special features, including a carbon copy for each letter, in one hour. The length of each letter must be 120-150 words, with no more than one uncorrected error.***

   Special features include:

   A. Mailing notations
   B. Attention line
   C. Subject or reference line
   D. Company signature
   E. Reference initials
   F. Enclosure notation
   G. Treatment of carbon copy
   H. Blind carbon copy
   I. Postscript

   All special features need not appear in each letter typed; however, the student must demonstrate mastery of the proper placement of all features in the combined letters.

   Preparation for mailing includes the proper:

   A. Typing of the envelopes
   B. Verification of signatures
   C. Folding and insertion of the letters into the envelopes

3. Perform correctly PBX (switchboard) operations including:

   A. Handling of multilines (8 to 10 calls simultaneously)
   B. Transferring of calls
   C. Coordinating conference calls
   D. Accurately taking and distributing of messages
   E. Using proper communication techniques/mannerisms, i.e., tonal quality, personality, consideration, courtesy, efficiency

* Machine transcription - The process of translating dictation recorded by machine into a typed format.
** Number of words typed minus two words per error.
*** A typographical error not identified and corrected by the student during the process of proofreading.

4. Recognize the uses of word processing (automatic typing) equipment.

Successful completion of General Office 1B will be determined by each student's ability to master the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - General Office 8
Business Machine Calculation

After completion of one (1) semester of General Office 8, Business Machine Calculation (3 units, 5 hours), the Fresno City College student will be able to demonstrate, in the classroom setting, mastery of skills required for employment including the ability to:

1. Operate the electronic calculator in a variety of business applications to include:

   A. Addition
   B. Subtraction
   C. Multiplication
   D. Division
   E. Computation of decimal and percent
   F. Knowledge/application of the function keys of the electronic calculator, such as constant, memory, and percent.

   The above will be applied to problems including:

   A. Payroll
   B. Discounts
   C. Vouchers
   D. Invoice Extensions
   E. Purchase Orders
   F. Bank Statements
   G. Bank Reconciliation Statement
   H. Markups
   I. Proration
   J. Rate of Increase and Decrease
   K. Interest
   L. True Rate of Interest
   M. Commissions
   N. Mixed Operations

2. Operate accurately the electronic (ten-key) calculator on display and/or tape position.

3. Touch stroke accurately in a 5-minute timed writing, 70 correct strokes per minute (which consists of 350 strokes) on simple addition and subtraction.

4. Accurately add six 160-stroke addition problems in 15 minutes.

Successful completion of General Office 8, Business Machine Calculation, will be determined by each student's ability to master the skills/knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - Clerical Training, GO 50

After completion of one semester of General Office 50, Clerical Training (3 units, 5 hours), the Fresno City College student will be able to demonstrate, in a classroom setting, mastery of the general office skills required for employment including:

1. The ability to compose and prepare from unarranged copy for mailing two (2) business or personal business letters, including a carbon copy for each letter, in one hour. The length of each letter must be 120-150 words, with no more than one uncorrected error.*

   Preparation for mailing includes the proper:

   A. Typing of the envelopes
   B. Verification of signatures
   C. Folding and insertion of the letters into the envelopes

2. The ability to perform correctly fundamental mathematical computations used in the business world including addition, subtraction, multiplication, and division of:

   A. Whole numbers
   B. Fractions
   C. Percentages/Decimals

   Mathematical computations, to a maximum of five decimal places, will be performed without the use of a calculator.

3. Personal conduct during an employment interview including:

   A. Preparation
   B. Greeting or acknowledgment
   C. Content and procedure
   D. Posture and speech
   E. Verbal and nonverbal communication
   F. Closing

4. Proper telephone mannerisms/techniques including the following:

   A. Answering the phone
   B. Handling complaints
   C. Taking messages
   D. Proper transferring of calls

* A typographical error not identified and corrected by the student during the process of proofreading.

5. Appropriate office mannerisms and human relations with the employer, fellow employees, and general public.

   The mannerisms and human relationships are to include:

   A. Dress
   B. Courtesies
   C. Privacy
   D. Etiquette
   E. Ethics
   F. Behavioral judgments
   G. Moral/value judgments

6. Computations of fees and correct use of U.S. Postal services and a knowledge of the availability and most efficient and effective use of various shipping services including:

   A. Air freight
   B. Trucking freight
   C. Rail freight

7. The correct handling and processing of incoming mail including:

   A. Routing of personal mail to proper recipients
   B. Opening mail
   C. Recording date/time of mail receipt
   D. Distribution of mail

8. The methods of composing and transmitting wire messages including:

   A. Night letters (telegrams)
   B. Mailgrams
   C. Telegrams

9. Determining the required content of and/or the computations for the proper drafting/typing of:

   A. Applications for employment
   B. Personal data sheets
   C. Interoffice communications
   D. Statements of account
   E. Invoices
   F. Purchase orders
   G. Checks (vouchers)
   H. Cash books (income/expenditures)
   I. Petty cash records
   J. Payroll registers
   K. Quarterly recaps of major purchases, office equipment/supplies

10. Ability to recognize and use properly in verbal and written business correspondence the parts of speech including:

    A. Nouns
    B. Pronouns
    C. Verbs
    D. Adverbs
    E. Adjectives
    F. Prepositions

    The proper use of grammar and the parts of speech will be determined according to the established/governing rules.

Successful completion of Clerical Training, GO 50, will be determined by each student's ability to master the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Course Objective - Applied Accounting, GO 51

After completion of one (1) semester of General Office 51, Applied Accounting (3 units, 5 hours), the Fresno City College General Office 51 students will be able to demonstrate mastery in simulated office situations of the Applied Accounting skills required for employment through their ability to:

1. Identify, communicate, and correctly use the terminology in the accounting/bookkeeping process.

2. Complete correctly the procedures required for the proper handling* of:

   A. Checks/vouchers
   B. Invoices
   C. Purchase orders
   D. Receipts

3. Identify and complete in sequence the processes required for the proper handling* of the accounting/bookkeeping cycle including:

   A. Balance sheet
   B. Journals (books of original entry)
   C. Posting to accounts
   D. Ledgers (books of final entry)
   E. Trial balance
   F. Worksheet
   G. Financial statements (income and expenditures and balance sheet)

4. Identify and complete the processes required for the proper handling* of payroll records and reports including:

   A. Computing the business payroll
   B. Paying and recording the payroll
   C. Remitting payroll taxes

5. Complete the processes required for the proper handling* of banking operations including:

   A. Recording and depositing cash receipts
   B. Using banking services in making payments
   C. Reconciling the bank statements

* Proper handling includes:

1. Selection and implementation of the correct accounting/bookkeeping procedure
2. The neat, clean, prompt, orderly, accurate, and legible processing of the papers used in the selected accounting/bookkeeping procedure.

Successful completion of General Office 51, Applied Accounting, will be determined by each student's ability to demonstrate mastery of the skills and knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Allied Courses - Required Mastery (English 5)

In order to successfully complete the requirements for Clerk Typist and Receptionist, the English 5 student must master:

1. The ability to draft business letter content, given a general statement of the intent of the correspondence.

2. The ability to master the proper use of business terminology, correspondence format, composition and grammar to produce efficient, precise business communiques including:

   A. Normal business correspondence
   B. Handling orders
   C. Granting or refusing requests
   D. Courtesy/confirmation correspondence
   E. Collection of accounts

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Allied Courses - Required Mastery (Business Law)

In order to successfully complete the requirements for Clerk Typist and Receptionist, the Business Law student must master:

1. The relationship of law to:

   A. Entering into an employment contract
   B. Individual legal rights, i.e., discrimination, contract protection/violation, unfair labor practices, workman's compensation
   C. Personal liability, i.e., company confidentiality of verbal and written statements, realizing degrees of freedom/responsibility in communication
   D. Union structure/rules

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Allied Courses - Required Mastery (Introduction to Business - Business 10)

In order to successfully complete the requirements for Clerk-Typist and Receptionist, the Introduction to Business student must master:

1. The types of business structure/organization and the problems inherent in each.

2. Business personnel functions:

   A. Individual
   B. Total business operation

3. The concept of labor and management as it relates to various businesses.

4. The workings of the free enterprise system.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Allied Courses - Required Mastery (Human Relations - BA 33)

It was the consensus of the Committee that the skills/knowledges defined as BA 33 exceed the requirements for employment as a Clerk-typist/ Receptionist or are duplications of items already included in the office occupations curriculum.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Allied Courses - Required Mastery (Business Math - BA 21)

It was the consensus of the Committee that the skills/knowledges for the prerequisite to BA 21 (GO 53) meet or exceed the requirements for employment as a Clerk-typist/Receptionist or are duplications of items already included in the office occupations curriculum.

RESEARCH AND DESIGN

PROJECT: MOBILITY

STEPS OF CURRICULUM ANALYSIS

STEP 2

HAVING DEFINED THE REQUIREMENTS OF THE EMPLOYER AND RESTATED THE COLLEGE'S PROGRAMS IN PERFORMANCE TERMS; THE TEAM NOW SEEKS TO IDENTIFY WHAT EACH STUDENT MUST BE ABLE TO KNOW/FEEL/DO IN ORDER TO ACHIEVE THOSE OBJECTIVES. EACH COURSE OBJECTIVE IS ANALYZED TO IDENTIFY THE COGNITIVE/AFFECTIVE/PSYCHOMOTOR MASTERY EACH STUDENT MUST DEMONSTRATE TO SUCCEED. THIS ANALYSIS WILL PROVIDE THE TEAM WITH A DETAILED ENOUGH DEFINITION OF WHAT IS REQUIRED OF EACH COURSE TO SPECIFICALLY PINPOINT WHERE THE PROBLEM AREAS REALLY ARE.

STEP 2:

A) PERFORM A COGNITIVE/AFFECTIVE/PSYCHOMOTOR ANALYSIS OF EACH STATED COURSE OBJECTIVE TO DERIVE ALL HIGHEST LEVELS OF MASTERY REQUIRED FOR SUCCESSFUL COMPLETION OF THE COURSE.

B) STATE THE CRITERIA OF MASTERY FOR EACH ITEM IDENTIFIED IN THE COGNITIVE/AFFECTIVE/PSYCHOMOTOR ANALYSIS. THESE STATEMENTS WOULD INCLUDE THE METHOD OF EVALUATION AND THE LEVEL OF PERFORMANCE REQUIRED OF THE STUDENT (HOW AND HOW WELL). THIS STATEMENT IS NOT THE EXACT TEST ITEM THAT THE STUDENT WOULD ENCOUNTER (CRITERION MEASURE).

C) ASSESS EACH COURSE TO CONFIRM THAT THE SEQUENCING OF THE ITEMS OF MASTERY IS CORRECT ACCORDING TO THE TAXONOMIES; AND THAT THE COMBINED COURSES WILL PRODUCE THE MASTERY DEMANDED BY THE EMPLOYMENT REQUIREMENTS AND THE PROGRAM CURRICULUM OBJECTIVE (VOCATIONAL/OCCUPATIONAL COURSES ONLY).

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS
COGNITIVE/AFFECTIVE/PSYCHOMOTOR REQUIREMENTS

Beginning Typing
SS 1A

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Be able to prepare machine and work area.	Clear area of unnecessary material.	Develop pride in work.
	Set correct pitch control for pica or elite.	Develop desire to please others--the readers.
	Place line space regulator on single or double spacing.	Be motivated to perform at highest possible level of competency.
	Put paper guide in correct position.	
Knowledge of and ability to insert paper properly in the typewriter.	Insert paper against paper guide.	Develop the ability to comply with directions in problem solving.
Be able to master the keyboard.	Type drill work assigned for mastery of keyboard.	Recognize priorities in relation to time element.
Touch-typing control of alphabetic keyboard.		Display conscientious commitment to task.
Correct finger control of numbers and symbols.		
Knowledge of manipulative parts of the typewriter and their proper use.	Operate parts necessary for use in doing and completing work.	
Ability to change ribbons.	Set margins for desired marginal stops.	
Knowledge of math computations and initiation of math process in setting marginal stops for various space lines.		

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of proper spacing following various marks of punctuation.	Space once after a semicolon, a comma, a period following an abbreviation. Space twice after a period following a sentence, space twice after a colon (except used in time), space twice after an exclamation mark and after a question mark.	
Be able to type 30 net words a minute on a 3-minute timed writing.	Type from straight copy 150 strokes a minute for 3 minutes.	
Understand correction symbols.	Type drill work, making needed corrections. Type letters for knowledge and mastery.	
Be able to type simple memorandums.	Type simple memorandums on subject or personal notes with proper placement of date, salutation, subject, body, and complimentary close.	
Identify styles of business or personal letters: a. personal/business b. modified block (block paragraph, mixed punctuation) c. block letter (open punctuation)		
Recognize business letter parts and relationship to whole.		

Research and Design Project, Office Occupations
Cognitive/Affective/Psychomotor Requirements, Beginning Typing--SS 1A (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Understand relationship between letter length and margin settings.		
Understand math concepts and computations process for acceptable letter placement.		
Knowledge of open and mixed punctuation.		
Knowledge of rules governing correct word division.		
Knowledge of proper assembling, inserting, and erasing carbon pack.		
Ability to align and type over words.		
Ability to utilize proper correcting techniques.		
Ability to proofread by comparing method.		
Ability to type properly envelopes (small or large) as to the placement of return and mailing addresses.	Type envelopes properly. Fold and insert letters in envelopes properly for mailing.	
Ability to type from unarranged copy and to prepare for mailing two (2) business or personal business letters, including a carbon copy for each letter, in one hour. The length of each letter must be 120-150 words with no more than one (1) uncorrected error.	Type letters with carbon copies and prepare for mailing with verification of signature.	

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Recognition of tabulated parts and relationship to whole.		
Knowledge of horizontal and vertical centering.		
Knowledge of special operation of centering point.		
Knowledge of math computation for setting left margin, tabs, centering main and secondary headings, column headings, and vertical centering of problems.		
Ability to set tabs properly.		
Ability to center problem vertically and horizontally.		
Ability to set left margins.		
Ability to center column headings, main and secondary headings.		
Ability to type correctly three (3) unarranged tabulated problems per hour with no more than one uncorrected error. Each problem must consist of three (3) columns with a minimum of six (6) lines.	Type three assigned tabulated problems within an hour with no more than one uncorrected error with the proper placement of main heading, secondary heading, column headings, margin, and tabs.	
Knowledge of spread centering.		

Research and Design Project, Office Occupations
Cognitive/Affective/Psychomotor Requirements, Beginning Typing--SS 1A (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of proper placement of outline parts and relationship to whole.		
Knowledge of correct alignment of Roman numerals.		
Proper placement of major heading, major divisions and subheadings (first through third order).		
Knowledge of the various pitches (elite and pica).		
Knowledge of spaces to an inch for pica and elite type.		
Ability to type from straight copy two (2) full-page outlines, either top bound, left bound or unbound, using a twelve pitch (elite) type with no more than one uncorrected error.	Type assigned outlines with proper placement of major heading, major divisions, subheadings (first order through third order).	
Knowledge of proper placement and typing of manuscript parts and relationship to whole: a. major heading b. secondary heading c. side heading d. paragraph heading e. footnotes f. page numbers.		

Research and Design Project, Office Occupations
Cognitive/Affective/Psychomotor Requirements, Beginning Typing--SS 1A (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of proper typing of quoted material consisting of four or more lines.		
Ability to type in one hour a two-page manuscript either top bound, left bound, or unbound from unarranged copy using a twelve pitch (elite) type with no more than one uncorrected error.	Type a two-page manuscript in an hour with proper placement of major heading, secondary heading, side heading, paragraph heading, footnotes, and page numbers. Make necessary corrections.	

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS
COGNITIVE/AFFECTIVE/PSYCHOMOTOR REQUIREMENTS

Intermediate Typing
SS 1B

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Ability to prepare machine and work area.	Set correct pitch control.	Develop pride in work.
Ability to insert paper properly.	Set line space regulator for single or double spacing.	Develop desire to please others--the readers.
Ability to master the keyboard: a. touch-typing control of alphabetic keyboard b. correct finger control of numbers and symbols c. knowledge of the manipulative parts of the typewriter and their proper use.	Put paper edge guide in correct position. Insert paper against paper edge guide. Clear work area of unneeded material. Type assigned drill work for mastery of keyboard.	Be motivated to perform at highest possible level of competency. Develop the ability to comply with directions in problem solving.
Knowledge and initiation of math computations for setting of marginal stops for various space lines.	Operate necessary parts for doing and completing work. Set desired margins.	Recognize priorities in relation to time element.
Knowledge of proper spacing following marks of punctuation.		Display conscientious commitment to the tasks.
Ability to type 40 net words a minute for five (5) minutes from straight copy.	Type from straight copy 200 strokes a minute for five (5) minutes.	
Ability to change a ribbon.		
Understand correction symbols.		

Cognitive/Affective/Psychomotor Requirements, Intermediate Typing--SS 1B (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of rules governing correct word division.		
Recognition of business letter parts and relationship to whole.		
Understand relationship between letter length and margin settings.		
Knowledge of open and mixed punctuation.		
Identify styles of business letters: a. personal/business letters b. modified block 1. indented paragraph 2. open punctuation c. AMS simplified d. business letter with special features.	Type the various styles of business/ personal letters introduced in the unit for mastery.	
Ability to utilize proper correcting techniques.		
Ability to align and type over words.		
Ability to proofread by comparing method.		
Knowledge of special features and their functions and placement on the letter.		

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Recognition of special features that appear or do not appear in the letter and knowledge of proper placement on the letter such as: a. mailing notations b. attention line c. subject or reference line d. company signature e. reference initials f. enclosure notation g. carbon copy notation h. blind carbon copy i. postscript.		
Knowledge of spacing for condensing and expanding a letter.		
Knowledge of proper assembling, erasing, and inserting of a carbon pack.		
Ability to type from unarranged copy and to prepare for mailing four (4) business/personal letters with special features, including a carbon copy for each letter, in one hour, with one of the letters being an AMS Simplied Letter, with no more than one uncorrected error.	Type three (3) business/personal letters and one (1) AMS Simplified with special features and carbon copies and prepare for mailing with verification of signatures within an hour with no more than one uncorrected error.	
Ability to prepare letters for mailing with verification of signatures.		

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Ability to type envelopes (small or large) properly by correct placement of return and mailing addresses and mailing notations.	Type envelopes (small or large) with correct placement of return and mailing addresses and mailing notations.	
Be able to fold and insert letters properly for mailing.	Fold letters properly for small or large envelope. Fold and insert letters in envelopes properly for mailing.	
Knowledge of vertical and horizontal centering.		
Be able to spread center headings.		
Knowledge of number of spaces to a horizontal inch on pica and elite pitches.		
Knowledge of math computations for setting left margins, tabs, centering column headings, and vertical centering of problem.		
Ability to set tabs properly.		
Knowledge of proper placement of multiline headings and required spacing.		
Ability to center column headings.		
Knowledge of short and long edge of paper.		

Research and Design Project, Office Occupations
Cognitive/Affective/Psychomotor Rrequirements, Intermediate Typing--SS 1B (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of how to type leaders.		
Ability to do the manipulative drill of drawing horizontal and vertical rules.		
Ability to type a tabulated problem on a full sheet of paper with short edge at the left.		
Ability to type three (3) unarranged tabulated problems consisting of three (3) or more columns with a minimum of six (6) lines, with special features, within an hour, with no more than one (1) uncorrected error.	Type assigned tabulated problems with proper placement of main heading, secondary heading, column headings, tabs, and special features.	
Recognition of manuscript parts and relationship to whole.		
Knowledge of proper placement of manuscript parts.		
Knowledge of centering headings over the line of writing.		
Knowledge of various kinds of manuscripts: a. top bound b. unbound c. left bound		
Knowledge of typing, spacing and correct placement of footnotes and reference figures.		

Research and Design Project, Office Occupations
Cognitive/Affective/Psychomotor Requirements, Intermediate Typing--SS 1B (Continued)

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Knowledge of typing bibliography references from unpublished reports, magazine articles, two-author book, lecture notes, one-author book, author and edition cited, no author cited, edition number, and government publications.		
Ability to type a bibliography properly.	Type bibliography correctly.	
Ability to type in one hour a title page, a full-page bilbiography, and a two-page manuscript, either top bound, left bound, or unbound, from unarranged copy using elite type with no more than one uncorrected error.	Type manuscript with proper placement of major heading, secondary heading, side heading, paragraph heading, quoted material, footnotes, page numbers. Type title page with items typed in correct position.	
Knowledge of the parts of business forms and their relationship to whole.		
Ability to differentiate between various forms and their particular function.		
Knowledge of proper alignment of figures in columns.		
Knowledge of various abbreviations and symbols used on forms in limited space.		

COGNITIVE	SKILLS/PSYCHOMOTOR	AFFECTIVE
Ability to type the following business forms from unarranged copies: a. invoices b. purchase requisitions/orders c. statement of account d. credit memoranda e. intra-inter office memoranda f. bills of lading g. checks (vouchers)	Type business forms correctly. Make necessary corrections.	

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Elements of Required Mastery: SS 61, Spelling and Penmanship

After completion of one semester of Spelling and Penmanship, SS 61 (2 units, 2 hours), the Fresno City College student will be able to demonstrate in a classroom setting mastery of the skills required for employment through the ability to:

1. Correctly spell a minimum of 585 words, identified as the most current and often used in business and specialized (technical) industries, out of 850 spelling words (70 percent accurate) over 34 separate testing situations of 25 words a test.

   A. Cognitive:

      1. Memorize the correct spelling of a minimum of 585 business vocabulary words selected from a list prepared by computer analysis.

      2. Read the rule(s) governing the correct spelling of the word.

      3. Understand each facet of the rule.

      4. Analyze the rule.

      5. Relate each part of the rule to the rule analysis.

      6. Understand in an example how the rule is applied in correctly spelling the word.

      7. Study the condition(s) under which the rule is not applicable.

      8. Analyze the briefing by rule.

      9. Understand the application of the briefing by rule to the illustration(s) provided.

      10. Study exceptions, if any exist.

      11. Perform word rule exercises that help to reinforce the rule.

   B. Affective - NONE

   C. Psychomotor - NONE

2. Use the dictionary to obtain correct spelling, pronunciation, meaning, derivation, syllabication and division of words.

   A. Cognitive

1. Recognize a dictionary.
2. Understand the method performed to look up a word.
3. Understand the symbols used in a dictionary (e.g., parentheses, dot, dash, accent mark, etc.).
4. Use the guide word in locating a word.
5. Recognize the main entry and its derivations.
6. Recognize/read the definition(s).
7. Choose the best or most appropriate definition.
8. Recognize if the definition given is the oldest, most recent, most commonly used, etc.
9. Recognize a syllable.
10. Understand the reason(s) for syllabication.
11. Understand the procedure(s) for syllabication.
12. Recognize stress.
13. Recognize an accent mark used to show stress.
14. Differentiate primary accent from secondary accent.
15. Correctly pronounce a word.
16. Read/understand the letters and symbols provided to aid in correct word pronunciation.
17. Use the pronunciation key in the dictionary in order to correctly pronounce a word.
18. Recognize the part of speech of a word.
19. Understand/interpret abbreviations of the various parts of speech.
20. Use the grammatical section of the dictionary in identifying and understanding the function of a word.
21. Recognize a synonym.
22. Recognize homonyms.
23. Recognize a prefix.

24. Recognize a suffix.

25. Understand the etymology (origin/derivation) of a word.

26. Understand the difference between singular and plural forms of a word.

27. Form plural words from singular and vice versa.

B. Affective - NONE

C. Psychomotor

1. Open the dictionary.

2. Turn the pages of the dictionary to the desired page.

3. Apply correctly the rules governing spelling and know the reference materials available to them on the job to verify the proper use of the rules. The rules include:

A. Adding a suffix.

1. Cognitive

a. Read the nine rules.

b. Understand the nine rules.

c. Correctly apply the rule for adding a suffix to a root word.

d. Identify the two types of suffixes.

e. Understand the prupose of an inflectional suffix.

f. Understand the purpose of a derivational suffix.

g. Recognize a noun suffix.

h. Recognize an adjective suffix.

i. Recognize a verb suffix.

j. Recognize an adverb suffix.

k. Recognize a versatile suffix.

2. Affective - NONE

3. Psychomotor - NONE

B. Syllabication

1. Cognitive

a. Recognize a syllable.

b. Recognize a one-syllable word.

c. Recognize a multi-syllable word.

d. Understand the rule(s)/procedure of syllabication.

e. Understand/identify conditions under which a rule(s) for syllabication is applicable or not.

2. Affective - NONE

3. Psychomotor - NONE

C. Word Division

1. Cognitive

a. Recognize the conditions (where and when) a word should be divided.

b. Understand the procedure for syllabication in word division.

c. Recognize that a word with five or less letters is never divided.

d. Understand the procedure for having the first part of a divided word contain at least two letters.

e. Understand the procedure for having the last part of a divided word contain at least three letters.

f. Recognize a consonant/double consonant.

g. Understand the procedure for word division when a double consonant occurs in a word because of suffixing.

h. Understand the procedure for dividing a word when the root word ends in a double consonant.

i. Recognize a vowel.

j. Recognize a compound word.

k. Understand the procedure for word division of a compound word written with a hyphen.

l. Understand the procedure for word division of a compound word written without a hyphen.

m. Understand the procedure for dividing a word which contains a single-letter syllable.

n. Recognize the procedure for avoiding dividing the last word of more than two consecutive lines, paragraph or the last word of a page.

o. Recognize the procedure of avoiding dividing figures, abbreviations, and symbols.

p. Understand proper word division of names, dates, and addresses.

q. Understand the procedure for joining a single-vowel syllable to the second part of a word if the word ends in a two-letter syllable or one of these three-letter syllables: "ble", "bly", "cle", "cal".

r. Recognize a hyphen.

s. Understand the function of a hyphen.

D. Words Ending in Silent Vowels

1. Cognitive

a. Understand what is meant by the silent "e", "ie", "y".

b. Understand the procedure for adding a suffix beginning with a vowel when the root word ends in silent "e" and and is preceded by a consonant.

c. Understand the procedure for adding a suffix beginning with a vowel when the root word ends in silent "e" and is preceded by a vowel.

d. Understand the procedure for adding any suffix except "ing" when a word ends in "y" and is preceded by a consonant.

e. Understand the procedure for adding the suffix "ing" when a root word ends in "ie".

f. Understand the procedure for adding a suffix when words end in "y" and are preceded by a vowel.

E. Words Containing "ei" and "ie" Sequences

1. Cognitive

a. Know that "i" generally precedes "e".

b. Understand the exceptions of the "ie" sequence.

c. Understand that "e" precedes "i" when the long sound of "e" follows "c".

d. Understand the procedure of using phonics in the spelling of words.

e. Understand that "e" precedes "i" when the two vowels are pronounced as long "a".

f. Understand that "e" precedes "i" when the two vowels are pronounced as long "i".

g. Understand that "e" precedes "i" when the two vowels are pronounced as short "i" following the letter "f".

F. Plural Forms of Nouns

1. Cognitive

a. Understand the procedure for making nouns plural.

b. Recognize a plural form from a singular form of a word.

c. Understand that nouns are usually changed from singular to plural by adding a "s".

d. Understand that noun plurals that end in "s", "x", "z", "ch", "sh", and "ss" are formed by adding "es".

e. Understand that nouns ending in "y" which are preceded by a vowel are pluralized by adding "s".

f. Recognize a proper noun.

g. Understand that when proper nouns end in "y" the plural is formed by adding "s".

h. Understand that the plural form of a hyphenated compound noun and compound noun of more than one word are formed with the addition of "s" to the principal word.

i. Understand that unhyphenated compound nouns of one word usually form the plural with the addition of "s" at the end of the word, unless the compound contains a noun with an irregular plural.

j. Understand that generally when nouns end in "f" or "fe" the plural is formed with the addition of "s".

k. Understand that in some cases when nouns end in "f" or "fe" the plural is formed by changing the "f" to "v" and adding "es".

l. Understand that when nouns ending in "o" are preceded by a vowel, the plural is formed by the addition of "s".

m. Understand that the plurals of some nouns ending in "o" preceded by a consonant are formed by the addition of "es".

n. Understand that irregular nouns form their plurals by making changes within the words.

o. Understand that although they are plural in form, some nouns are singular in construction.

p. Recognize that regardless of the final letter, some nouns are always plural.

q. Understand that regardless of the final letter, some nouns use the same form for both the singular and plural.

r. Understand that in general foreign nouns retain their original plurals.

s. Understand that to form the plural of a letter, a number, a sign or a symbol, add an apostrophe and an "s" to the letter or sign.

G. Possessive Forms of Nouns

1. Cognitive

a. Recognize the possessive form of a noun.

b. Understand the function or purpose of a possessive noun.

c. Understand the conditions under which it is correct to form a possessive noun.

d. Understand the correct procedure for forming a possessive noun.

e. Understand that nouns not ending with "s" whether singular or plural, form their possessive with the addition of the apostrophe and an "s".

f. Understand that when singular nouns of one syllable end in the "s" sound, form the possessive with the addition of an apostrophe and an "s".

g. Understand that when singular nouns of more than one syllable end in the "s" sound, form the possessive with the addition of only an apostrophe.

h. Understand that plural nouns ending in "s" form their plural possessive with the addition of an apostrophe only.

i. Understand that compound words form their possessives with the addition of an apostrophe and an "s" to the final word.

j. Understand that when an indication of joint ownership is desired, make the last noun possessive and when separate possession is desired make each noun possessive.

H. Contractions

1. Cognitive

a. Recognize a contraction

b. Understand the conditions under which a contraction might be formed.

c. Understand that ordinarily the word "not" is shortened to "n't" and added to a verb without any change in the spelling of the verb.

d. Understand that one exception to the general rule is that when the "n't" is added to "shall", "will", or "can", there is a change in spelling.

I. Troublesome Word Endings

1. Cognitive

a. Identify troublesome word endings.

b. Understand that mastery of the individual spelling of each word is best accomplished by knowing the spelling of all words using these letter combinations.

c. Know the proper spelling of words which end in "ent", "ence", "ant", "ance".

d. Know the proper spelling of words which end in "ible", "able", "al", "el", "le", "yze", "ise", "ize".

e. Know the proper spelling of words which end in "ion", "sion", "tion", "cian", "or", "er", "ar", "ous".

4. Demonstrate neat and legible handwriting skills in a variety of situations by writing legibly the 26 letters of the alphabet--both small and capital letters; joining legibly the letters of the alphabet in forming words; writing legibly arabic numerals; writing legibly fractions and common business symbols.

A. Cognitive

1. Identify the 26 letters of the alphabet.

2. Distinguish between small letters (lower case) and capital letters (upper case).

3. Understand the process for joining letters together to form words from the letters.

4. Recognize arabic numerals, their correct order, and their relative values.

5. Understand the process for combining individual numbers together in order to form other numbers.

6. Recognize fractions.

7. Distinguish fractions from whole numbers.

8. Understand the correct values and order of fractions and their values relative to their numbers.

9. Identify common business symbols and their meanings.

B. Affective

1. Appreciate legible handwriting skills.

2. Appreciate neatness of one's handwriting skills.

C. Psychomotor

1. Hold a writing instrument.

2. Place or position hand on the writing surface so as to produce a neat and legible finished copy.

3. Form letters, numbers, and symbols.

4. Join letters together to form words and numbers together to form new numbers.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Elements of Required Mastery: GO 1A, Office Training

After completion of one semester of General Office 1A (3 units, 5 hours), the Fresno City College student will be able to demonstrate in a classroom setting mastery of the skills required for employment through the ability to:

1. Cut stencils, using typewriters, mimeoscopes, lettering guides, shading plates, or styli, which will produce clean/legible copies when run off.

   Cognitive - Know how to:

   1.1 Place typewriter to the stencil cutting position.
   1.2 Place cushion sheet between stencil sheet and backing sheet with oily surface of cushion sheet facing stencil sheet.
   1.3 Turn mimeoscope to "on" position.
   1.4 Appropriately use styli, including:
       a) roll point
       b) ball point
       c) bent point
       d) notched ruling wheel
       e) wire loop
       f) shading wheel
       g) shading spoon
       h) shading cone
       i) shading loop
       j) large ball point
   1.5 Derive different effects from various styli, including those mentioned above.

   Psychomotor

   1.1 Properly assemble stencil package.
   1.2 Properly use the different styli.
   1.3 Properly assemble materials, including the flexible writing sheet for the mimeoscope.

   Affective

   1.1 Be motivated to perform the highest possible level of competency.
   1.2 Demonstrate the ability to comply with the directions in problem solving.
   1.3 Recognize priorities in relation to the time available for the various problems.
   1.4 Display commitment to the task (develop good work habits).
   1.5 Develop pride in work.
   1.6 Develop ability to take criticism of personal work.
   1.7 Appreciate neat and precise work.
   1.8 Develop a desire to please others (the reader).

2. Correct typing and styli errors on stencils by the use of mimeograph correction fluid or patching which will produce clean/legible copies when run off.

   Cognitive - Know how to:

   2.1 Burnish error on stencil.
   2.2 Use correction fluid.
   2.3 Patch a stencil.

   Psychomotor

   2.1 Apply correct amount of pressure while burnishing.
   2.2 Use razor blade or scissors to cut a patch from scrap or used stencil.

   Affective

   2.1 Be motivated to perform the highest possible level of competency.
   2.2 Demonstrate the ability to comply with the directions in problem solving.
   2.3 Recognize priorities in relation to the time available for the various problems.
   2.4 Display commitment to the task (develop good work habits).
   2.5 Develop pride in work.
   2.6 Develop ability to take criticism to their personal work.
   2.7 Appreciate neat and precise work.
   2.8 Develop a desire to please others (the reader).

3. Correctly operate stencil duplicating machines.

   Cognitive - Know how to:

   3.1 Fill paper feed tray.
   3.2 Adjust paper feed tray for 8½ X 11" or 8½ X 14" paper.
   3.3 Raise or lower paper feed tray.
   3.4 Horizontally adjust the paper feed tray.
   3.5 Adjust paper receiving tray for 8½ X 11" or 8½ X 14" paper.
   3.6 Use vertical adjustment on machine.
   3.7 Check for ink level.
   3.8 Insert ink into the cylinder or drum.
   3.9 Use correction fluid for words, minor cuts or tears, while stencil is on the machine.
   3.10 Use masking tape to cover words, cuts or tears while stencil is on the machine.
   3.11 Remove stencil from cylinder.
   3.12 Recover cylinder (ink pad) with protective cover.
   3.13 Place stencil in stencil save and file for future use.
   3.14 Use clean rag to keep machine clean (wipe off ink which occasionally gets on machine).

3.15 Use rag or paper towel to keep ink off hands while operating machine.
3.16 Use hand cleaner and wash hands thoroughly to remove all ink.
3.17 Keep protective cover from touching clothing, table, or other materials when it is taken off machine.
3.18 Wrap used stencils in newspaper and discard in plastic lined trash recepticles.
3.19 Keep hands (fingers) away from machine while machine is rotating.
3.20 Place machine in "lock" position after turning machine off.

Psychomotor - NONE

Affective

3.1 Be motivated to perform the highest possible level of competency.
3.2 Demonstrate the ability to comply with the directions in problem solving.
3.3 Recognize priorities in relation to the time available for the various problems.
3.4 Display commitment to the task (develop good work habits).
3.5 Develop pride in work.
3.6 Develop ability to take criticism of personal work.
3.7 Appreciate neat and precise work.
3.8 Develop a desire to please others (the reader).

4. File alphabetically, geographically, chronologically, subjectively, and numerically.

Cognitive

4.1 Define the terms used in the alphabetical, geographical, chronological, subjective, and numerical filing methods.
4.2 Pronounce the terms related to alphabetical, geographical, chronological, subjective, and numerical filing methods.
4.3 Identify between indexing units and identifying elements.
4.4 Recognize from business correspondence the name or names under which to properly file.
4.5 Apply governing rules for alphabetical, geographical, chronological, subjective, and numerical filing methods.

Psychomotor - NONE

Affective

4.1 Be motivated to perform the highest possible level of competency.
4.2 Demonstrate the ability to comply with the directions in problem solving.
4.3 Recognize priorities in relation to the time available for the various problems.
4.4 Display commitment to the task (develop good work habits).

4.5 Develop pride in work.
4.6 Develop ability to take criticism of personal work.
4.7 Appreciate neat and precise work.
4.8 Develop a desire to please others (the reader).

5. Complete master units using typewriters, lettering guides, shading plates, and styli which will produce clean legible copies when run off.

Cognitive - Know how to:

5.1 Place master unit into typewriter.
5.2 Remove protective sheet from between master sheet and carbon of master unit.
5.3 Appropriately use styli. (See 1.4 a-j.)
5.4 Derive different effects from various styli. (See 1.4 a-j.)

Psychomotor

5.1 Correctly insert carbon master into typewriter.
5.2 Apply correct amount of pressure, using various styli, to obtain desired effects.

Affective

5.1 Be motivated to perform the highest possible level of competency.
5.2 Demonstrate the ability to comply with the directions in problem solving.
5.3 Recognize priorities in relation to the time available for the various problems.
5.4 Display commitment ot the task (develop good work habits).
5.5 Develop pride in work.
5.6 Develop ability to take criticism of personal work.
5.7 Appreciate neat and precise work.
5.8 Develop a desire to please others (the reader).

6. Correct errors on master units with razor blade, tape, grease/crayon pencil, removal, or patching, which will produce clean/legible copies when run off.

Cognitive - Know how to:

6.1 Remove errors by use of razor blades.
6.2 Cover carbon spots or errors with lead pencil.
6.3 Cover carbon spots or errors with grease pencil.
6.4 Cover carbon spots or errors with crayon.
6.5 Cover carbon spots or errors with scotch tape.

Psychomotor

6.1 Apply correct amount of pressure while removing carbon with razor blade.

6.2 Apply correct amount of pressure while covering carbon spots with lead pencil.
6.3 Apply correct amount of pressure with grease pencil.
6.4 Apply correct amount of pressure while covering carbon spots with crayon.
6.5 Apply correct amount of pressure while covering carbon spots with scotch tape.

Affective

6.1 Be motivated to perform the highest possible level of competency.
6.2 Demonstrate the ability to comply with the directions in problem solving.
6.3 Recognize priorities in relation to the time available for the various problems.
6.4 Display commitment to the task (develop good work habits).
6.5 Develop pride in work.
6.6 Develop ability to take criticism of personal work.
6.7 Appreciate neat and precise work.
6.8 Develop a desire to please others (the reader).

7. Correctly operate liquid duplicating machines.

Cognitive - Know how to:

7.1 Fill paper feed tray.
7.2 Adjust paper feed tray for 8½ X 11" paper.
7.3 Place carbon master on machine.
7.4 Use vertical adjustment on machine.
7.5 Check alcohol level.
7.6 Insert alcohol into machine.
7.7 Use scotch tape for carbon spots, words, cuts or tears while carbon master is still on machine.
7.8 Use lead pencil for carbon spots or words while carbon master is still on machine.
7.9 Use crayon for carbon spots or words while carbon master is still on machine.
7.10 Use razor blade for carbon spots or words while carbon master is still on machine.
7.11 Keep excess carbon off hands while operating machine.
7.12 Keep excess carbon off machine while operating machine.
7.13 Use hand cleaner and wash hands thoroughly to remove all carbon.
7.14 Remove carbon master from machine.
7.15 Keep hands (fingers) away from machine while machine is rotating.
7.16 Properly file carbon master (with clean sheet of paper next to carbon so offset does not occur).

Psychomotor - NONE

Affective

7.1 Be motivated to perform the highest possible level of competency.
7.2 Demonstrate the ability to comply with the directions in problem solving.
7.3 Recognize priorities in relation to the time available for the various problems.
7.4 Display commitment to the task (develop good work habits).
7.5 Develop pride in work.
7.6 Develop ability to take criticism of personal work.
7.7 Appreciate neat and precise work.
7.8 Develop a desire to please others (the reader).

8. Construct memo pads.

Cognitive - Know how to:

8.1 Design and properly place (vertically and horizontally) the desired information for a memo pad.
8.2 Cut the paper for the memo pad using the paper cutter.
8.3 Cut the backing sheet for the memo pad using the paper cutter.
8.4 Clasp the memo pad with peper, wood frames and "C" clamps.
8.5 Cement the top of the memo pad without getting cement on the "C" clamps or wooden frames.
8.6 Trim sides and bottom of memo pad.

Psychomotor

8.1 Correctly use paper cutter.
8.2 Correctly use "C" clamp.
8.3 Apply correct amount of cement to top edge of pad.

Affective

8.1 Be motivated to perform the highest possible level of competency.
8.2 Demonstrate the ability to comply with the directions in problem solving.
8.3 Display commitment to the task (develop good work habits).
8.4 Develop pride in work.
8.5 Develop ability to take criticism of personal work.
8.6 Appreciate neat and precise work.
8.7 Develop a desire to please others (the reader).

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS
COGNITIVE/AFFECTIVE/PSYCHOMOTOR REQUIREMENTS

GO 1B, OFFICE TRAINING

COGNITIVE

1.1 Ability to machine transcribe at a rate of 30 net words per minute (150 lines per hour).

1.2 Ability to master the typewriting keyboard and the machine transcription equipment.

1.3 Ability to take direct dictation at the typewriter for a rough draft copy.

1.4 Ability to retype from rough draft copy to finished mailable copy.

2.1 Ability to machine transcribe and prepare for mailing three (3) business or personal business letters with special features, including a carbon copy for each letter, in one hour.

A. Ability to identify special features, including:

Mailing Notations
Attention Line
Subject or Reference Line
Company Signature
Reference Initials
Enclosure Notation
Treatment of Carbon Copy
Blind Carbon Copy
Postscript

B. Ability to identify for proper placement the special features listed above.

2.2 Ability to prepare letters for mailing with verification of signatures.

2.3 Ability to type envelopes (small or large) properly by correct placement of return and mailing addresses and mailing notations.

2.4 Ability to fold and insert letters properly for mailing.

3.1 Ability to perform correctly PBX (switchboard) operations including:

A. Handling of multilines (8 to 10 calls simultaneously).
B. Transferring of calls.
C. Coordinating conference calls.
D. Accurately taking and distributing of messages.
E. Using proper communication techniques/mannerisms; i.e., tonal quality, personality, consideration, courtesy, efficiency.

4.1 Ability to recognize the uses of word processing (automatic typing) equipment.

PSYCHOMOTOR

1.1 Transcribe at the typewriter using machine transcription equipment at a rate of 30 net words per minute (150 lines per hour).

1.3 Type a rough draft from direct dictation.

1.4 Type a mailable copy from the rough draft direct dictation.

2.1 Type and prepare for mailing three (3) business or personal business letters with special features, including a carbon copy for each letter, in one hour.

2.3 Type envelopes (small and/or large) with correct placement of return and mailing addressed and mailing notations.

2.4 Fold letters properly for small or large envelope, insert letters in envelopes.

3.1 Perform correctly PBX (switchboard) operations including:

A. Handling of multilines (8 to 10 calls simultaneously).
B. Transferring of calls.
C. Coordinating conference calls.
D. Accurately taking and distributing of messages.
E. Using proper communication techniques/mannerisms; i.e., tonal quality, personality, consideration, courtesy, efficiency.

4.1 Operate the word processing (automatic typing) equipment.

AFFECTIVE

Develop pride in all work.

Be motivated to perform at highest possible level of competency.

Develop the ability to comply with directions in problem solving.

Recognize priorities in relation to time element.

Display conscientious commitment to all tasks.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Elements of Required Mastery: GO 8, Business Machine Calculation

After completion of one (1) semester of General Office 8, Business Machine Calculation (3 units, 5 hours), the Fresno City College student will be able to demonstrate, in the classroom setting, mastery of skills required for employment including the ability to:

1. Operate the electronic calculator in a variety of business applications to include:

   A. Addition

      1. Cognitive

         a. Recognize the home row, top row, and bottom row of an electronic calculator.

         b. Understand the touch method.

         c. Add by the touch method on the electronic calculator.

         d. Add on the home row, top row, and on the bottom row by the touch method.

         e. Recognize a decimal.

         f. Add numbers with two decimal places.

         g. Add amounts with varying decimal places.

         h. Recognize a fraction.

         i. Add amounts which include common fractions.

         j. Add a series of numbers in which the same number is repeated several times in succession.

         k. Recognize a subtotal (partial total).

         l. Take a subtotal while adding a series of amounts.

         m. Practice for speed and accuracy in addition until you average two correct totals per minute:

            1. Columns of 30 digits each.

            2. Columns of 40 digits each.

            3. Columns of 50 digits each.

2. Affective - NONE

3. Psychomotor

   a. Sit erect in a relaxed position.

   b. Keep feet flat on the floor.

   c. Place the machine slightly to the right.

   d. Keep working papers to the left of the machine for ease of finger movement and reading.

   e. Turn the On/Off switch to the "On" position to activate the machine.

   f. Clear the machine by tapping the key that clears all registers--either the Total Key or the Clear Key.

   g. Curve fingers lightly over the home row keys.

   h. Keep wrist level with the keyboard base.

   i. Keep arm from elbow to hand in an imaginary vertical line.

   j. Use the touch method to enter numbers and decimals and to register amounts.

   k. Tap each key with a quick, firm stroke.

   l. Depress one key at a time in succession as you read the figures from left to right, including the decimal point.

   m. Place the tape alongside the original problem.

   n. Check for accuracy by comparing the figures in the problem with the tape.

   o. Eliminate an amount entered incorrectly on the keyboard but not printed on the tape by tapping the Clear Entry Key.

   p. Eliminate an amount entered and printed incorrectly by either subtracting the amount or adding the incorrect negative amount.

   q. Record all results quickly and accurately.

   r. Turn the machine off.

s. Use the touch method as follows:

1. Use the home row as the base from which all other number keys are reached.

2. Tap the 1, 4, and 7 keys with the first finger.

3. Tap the 2, 5, and 8 keys with the second finger.

4. Tap the 3, 6, and 9 keys with the third finger.

5. Tap the Plus Bar and the Total Key with the fourth finger.

6. Tap the 0 Key with the thumb.

7. Tap the Decimal Point Key with the third finger.

8. Curve the fingers to make easy reaches to the upper and lower key rows.

t. Perform addition as follows:

1. Clear the machine by tapping the Total Key or the Clear Key.

2. Enter on the keyboard the amounts to be added.

3. Print the numbers on the tape by tapping the Plus Bar.

4. Take a total by tapping the Total Key.

5. Check the accuracy of the total by re-adding the amounts in reverse order.

B. Subtraction

1. Cognitive

a. Subtract by the touch method on the electronic calculator.

b. Subtract with positive or negative remainders.

c. Recognize a remainder.

d. Add columns including both positive and negative numbers which result in either positive or negative totals.

e. Subtract amounts which include fractions and varying decimals.

f. Practice and successfully complete a review for speed and accuracy.

2. Affective - NONE

3. Psychomotor

a. Clear the machine by tapping the Total Key or the Clear Key.

b. Enter on the keyboard the amounts to be subtracted.

c. Print the numbers on the tape by tapping the Minus Bar.

d. Take a total by tapping the Total Key.

e. Check the accuracy of the total by re-subtracting the amounts in reverse order.

C. Multiplication

1. Cognitive

a. Multiply on the electronic calculator.

b. Multiply whole numbers.

c. Recognize rounded products.

d. Recognize unrounded products.

e. Multiply amounts which include varying decimal places and result in unrounded products.

f. Multiply amounts which include varying decimal places and result in rounded products.

g. Recognize a constant factor.

h. Use a constant factor in a series of multiplication calculations.

i. Multiply more than two factors.

j. Accumulate the products of multiplication.

k. Accumulate both positive and negative products.

l. Recognize a squared number.

m. Accumulate the products of squared numbers.

n. Practice and successfully complete a review for speed and accuracy in multiplication.

2. Affective - NONE

3. Psychomotor

a. Clear the machine by tapping the Total Key or the Clear Key.

b. Enter on the keyboard the amounts to be multiplied.

c. Print the numbers on the tape by tapping the Multiplication Key.

d. Take a total by tapping the Total Key.

e. Check the accuracy of the total.

D. Division

1. Cognitive

a. Divide automatically on the electronic calculator.

b. Recognize whole numbers.

c. Recognize a quotient.

d. Divide whole numbers, resulting in whole number quotients.

e. Divide whole and decimal numbers, resulting in quotients with decimals.

f. Recognize a divisor.

g. Divide a series of numbers using a constant divisor.

h. Recognize a dividend.

i. Divide a constant dividend by a series of amounts.

j. Accumulate quotients.

k. Accumulate positive and negative quotients.

l. Understand a decimal equivalent.

m. Find the decimal equivalent of a fraction by division.

n. Practice and successfully complete a review for speed and accuracy in division.

2. Affective - NONE

3. Psychomotor

a. Clear the machine by tapping the Total Key or the Clear Key.

b. Enter on the keyboard the amounts to be divided (dividend and divisor).

c. Print the numbers on the tape by tapping the division key.

d. Take a total by tapping the Total Key.

e. Check the accuracy of the quotient.

E. Computation of decimal and percent.

1. Cognitive

a. Perform calculations involving percentages on the electronic calculator.

b. Recognize the rate.

c. Find the percent of a number when the gross amount and the rate are given.

d. Find the rate when the percent and the gross amount are given.

e. Find the gross amount when the percent and the rate are given.

f. Find the commission earned when the total sales and the rate are given.

g. Understand the rate of decrease.

h. Find the amount when the percent and the rate of decrease are given.

i. Find the amount when the percent and the rate of increase are given.

j. Practice and successfully complete a review for speed and accuracy in percentages.

2. Affective - NONE

3. Psychomotor

a. Clear the machine by tapping the Total Key or the Clear Key.

b. Enter on the keyboard the gross amount.

c. Enter on the keyboard the rate, moving the decimal to the left as necessary.

d. Multiply the gross amount by the rate to find the percent.

F. Knowledge/application of the function keys of the electronic calculator, such as constant, memory and percent.

1. Cognitive

a. Understand the function of a constant as a number that does not change from step to step in one calculation or that is repeated in several calculations and the corresponding function key which allows greater speed and accuracy of calculation.

b. Understand the function of a memory or memory/accumulation register used to recall constants for use in calculations.

2. Affective

a. Realize the value of such function keys (constant, percent, and memory) in speed and accuracy of calculations.

3. Psychomotor

a. Tap the constant, memory, and percent function keys.

2. Apply the above to problems including:

A. Vouchers

1. Cognitive

a. Identify the information needed to complete the check/vouchers.

2. Psychomotor

a. Type or write the information required.

B. Invoice Extensions

1. Cognitive

a. Recognize an invoice, items priced individually, items priced by the dozen, hundred, and thousand, net amount, cash discount, chain discount, and sales tax.

b. Extend invoices on the electronic calculator.

c. Extend an invoice to find the individual amount for each item and the total amount.

d. Extend an invoice which includes items priced by the item, by the dozen, by the hundred (per C), or by the thousand (per M).

e. Extend an invoice and find the net amount after deducting a cash discount.

f. Extend and find the total of an invoice with a cash discount and sales tax.

g. Extend and find the net amount of an invoice with chain discounts.

2. Affective - NONE

3. Psychomotor

a. Type or write the information required.

C. Purchase Orders

1. Cognitive

a. Identify quantities ordered and properly extend prices.

2. Psychomotor

a. Write or type the purchase order.

D. Bank Statements

1. Cognitive

a. Complete a monthly bank statement.

b. Recognize a bank statement.

c. Recognize a deposit.

d. Add the daily deposits.

f. Subtract the daily checks.

g. Take a subtotal for each daily balance.

h. Take a total for the end-of-the-month balance.

i. Check for accuracy.

2. Affective - NONE

3. Psychomotor - Skills necessary are included in sections dealing with addition, subtraction, and subtotals, etc.

E. Markups

1. Cognitive

a. Find the amount of markup and the selling price for an article when the rate of markup based on cost is given.

b. Find the selling price and the markup amount of an article when the cost and the rate of markup based on selling price are given.

c. Find the markup and the cost when the selling price and the rate of markup based on selling price are known.

d. Find the rate of markup based on cost when the cost and selling price are known.

e. Find the rate of markup based on selling price when the cost and selling price are known.

f. Find the amount of the sale price when given he selling price and the rate of markdown based on selling price.

g. Find the markdown and the sale price when the selling price and the rate of markdown based on selling price are given.

h. Find the gross profit and net profit when given the cost, the overhead, and the selling expense.

i. Recognize the selling price, markup amount, cost, rate of markup, markdown, rate of markdown, gross profit, net profit, and overhead.

2. Affective - NONE

3. Psychomotor

a. Skills necessary are included in sections dealing with addition, subtraction, and subtotals, etc.

F. Rate of Increase and Decrease

1. Cognitive

a. Calculate a rate of increase or decrease on the electronic calculator.

b. Find the amount and rate of increase in sales from last year to the present year when the sales for the years compared are known.

c. Find the amount and rate of decrease in sales from last year to the present year when the sales for the years compared are known.

d. Find the rate of increase in sales from last year to the present year when the sales for the years compared are known.

e. Find the rate of decrease in sales from last year to the present year when the sales for the years compared are known.

f. Recognize rate of increase, rate of decrease, sales amount.

2. Affective - NONE

3. Psychomotor

a. Skills necessary are included in sections dealing with addition, subtraction, and subtotals, etc.

G. Interest

1. Cognitive

a. Perform calculations involving interest on the electronic calculator.

b. Find the interest for one year when the principal and the rate are given.

c. Find the interest for less than a year when the principal, rate, and number of days are given.

d. Find the yearly interest on a loan when the interest is calculated annually on the unpaid balance.

e. Find the finance charge and the true annual interest rate on a loan when the rate and time are given.

f. Recognize the principal, interest rate, unpaid balance, finance charge, and true annual interest.

2. Affective - NONE

3. Psychomotor

   a. Skills necessary are included in sections dealing with addition, subtraction, and subtotals, etc.

3. Operate accurately the electronic (ten-key) calculator on display and/or tape position.

4. Touch stroke accurately in a 5-minute timed writing 70 correct strokes per minute (which consists of 350 strokes) on simple addition and subtraction.

5. Accurately add six 160-stroke addition problems in 15 minutes.

Successful completion of General Office 8, Business Machine Calculation, will be determined by each student's ability to master the skills/knowledges mentioned above per the specific evaluation criteria identified.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Elements of Required Mastery: GO 50, Clerical Training

After completion of one semester of General Office 50, Clerical Training (3 units, 5 hours), the Fresno City College student will be able to demonstrate in a classroom setting, mastery of the general office skills required for employment including:

1. The ability to compose and prepare from unarranged copy for mailing two (2) business or personal business letters, including a carbon copy for each letter, in one hour. The length of each letter must be 120-150 words, with no more than one uncorrected error. (A typographical error not identified and corrected by the student during the process of proofreading.)

   Cognitive

   1.1 Understand marginal settings for a short, medium, or long letter.

   1.2 Understand vertical placement for a short, medium, or long letter.

   1.3 Understand business terminology (including the terms:)

   a) mixed punctuation
   b) open punctuation
   c) no punctuation
   d) use punctuation
   e) modified block
   f) block
   g) indented paragraphs
   h) block paragraphs
   i) date
   j) inside address
   k) attention line
   l) salutation
   m) subject or reference line
   n) body
   o) complimentary close
   p) signature line
   q) typist's initials
   r) enclosures notations
   s) carbon copy notation
   t) postscript
   u) mailing notation
   v) business letter
   w) personal business letter
   x) AMS letter

   1.4 Apply rules for correct word division.

1.5 How to correct typographical errors.

1.6 How to proofread materials.

Psychomotor

1.1 Be able to set margins on typewriter.

1.2 Be able to type two (2) business or personal business letters, including a carbon for each letter, in one hour.

1.3 Be able to memorize business letter format.

1.4 Be able to memorize rules for word division and check in dictionary for proper word division.

Affective

1.1 Be motivated to perform the highest possible level of competency.

1.2 Demonstrate the ability to comply with the directions in problem solving.

1.3 Recognize priorities in relation to the time available for the various problems.

1.4 Display commitment to the task (develop good work habits).

1.5 Develop pride in work.

1.6 Appreciate neat and precise work.

1.7 Develop a desire to please others (the reader).

1A. Preparation for mailing includes the proper:

Cognitive

1A.1 Have knowledge of the placement of the return address and mailing address on an envelope.

1A.2 Have knowledge of the proper folding of letters and correct insertions of letters into envelopes (for both large and small envelopes).

Psychomotor

1A.1 Be able to properly fold letters and insert the letter into envelopes (both large and small envelopes).

Affective

1A.1 Willing to conscientiously check for signature and mailing notations prior to folding letter into envelope.

2. The ability to perform correctly fundamental mathematical computations used in the business world including addition, subtraction, multiplication, and division of:

Cognitive

2.1 Have knowledge to perform correctly addition, subtraction, multiplication, and division of whole numbers.

2.2 Have knowledge to perform correctly addition, subtraction, multiplication, and division of fractions.

2.3 Have knowledge to perform correctly addition, subtraction, multiplication, and division of percentages/decimals.

(Mathematical computations to a maximum of five decimal places will be performed without the use of a calculator.)

Psychomotor

2.1 Student must be able to manually (physically) perform addition, subtraction, multiplication and division of whole numbers.

2.2 Student must be able to manually (physically) perform addition, subtraction, multiplication and division of fractions.

2.3 Student must be able to manually (physically) perform addition, subtraction, multiplication and division of percentages/decimals.

Affective

2.1 Be motivated to perform the highest possible level of competency.

2.2 Display commitment to the task (develop good work habits).

3. Personal conduct during an employment interview including:

Cognitive - Know how to:

3.1 Be prepared for employment interview (preparation includes:)

a) appropriate dress
b) promptness (on time for the interview)

c) note pad

3.2 Properly greet interviewer by speech and/or handshake.

3.3 Apply appropriate verbal and nonverbal communication (verbal and nonverbal communication to include:)

a) sitting
b) crossing of legs
c) standing
d) walking
e) opening of door
f) closing of door
g) speech

3.4 Know when the interview is finished and leave.

Psychomotor

none

Affective

3.1 Develop pride in dress.

3.2 Recognize the necessity of displaying good behavior mannerisms.

4. Proper telephone mannerisms/techniques including the following:

Cognitive - Know how to:

4.1 Answer telephone in a pleasant manner.

4.2 Execute good judgment when handling complaints.

4.3 Be able to take accurate messages.

4.4 Be able to properly transfer calls.

Psychomotor

4.1 Answer telephone and transfer calls accurately.

4.2 Write or type accurate messages.

Affective

4.1 Develop pride in work.

4.2 Enjoy being with people.

4.3 Develop a desire to please others (the listener).

5. Appropriate office mannerisms and human relations with the employer, fellow employees, and general public.

Cognitive - Know how to:

5.1 Dress properly for employment position.

5.2 Apply courteous etiquette at all times.

5.3 Demonstrate good behavioral/moral/value judgments.

5.4 Demonstrate integrity and a high standard of ethics.

Psychomotor

none

Affective

5.1 Be willing to adapt and change the various expectations of different offices and positions.

5.2 Override personal feelings and demonstrate a courteous attitude.

5.3 Be willing to display high standards and ethics.

5.4 Be willing to display high behavioral/moral/value judgments.

5.5 Be motivated to perform the highest possible level of competency.

5.6 Demonstrate the ability to comply with the directions in problem solving.

5.7 Recognize priorities in relation to the time available for the various problems.

5.8 Display commitment to the task (develop good work habits).

5.9 Develop pride in work.

5.10 Develop pride in dress.

5.11 Develop ability to take criticism of their personal work.

5.12 Enjoy being with people.

5.13 Appreciate neat and precise work.

5.14 Develop a desire to please others.

5.15 Recognize the necessity of displaying good behavior mannerisms.

6. Computations of fees and correct use of U.S. postal services and a knowledge of the availability and most efficient and effective use of various shipping services including:

Cognitive

6.1 Student must have knowledge of the most efficient and effective use of the following shipping services:

a) air freight
b) trucking freight
c) rail freight

Psychomotor

none

Affective

6.1 Be motivated to perform the highest possible level of competency.

6.2 Display commitment to the task (develop good work habits).

7. The correct handling and processing of incoming mail including:

Cognitive

7.1 Know to route personal mail to proper recipient.

7.2 Have knowledge of proper opening of mail.

7.3 Have knowledge of proper recording date/time of mail receipt.

7.4 Know where to distribute mail.

Psychomotor

7.1 Be able to open and date and distribute mail.

Affective

7.1 Be motivated to perform the highest possible level of competency.

7.2 Recognize priorities in relation to the time available for the various problems.

7.3 Display commitment to the task (develop good work habits).

7.4 Develop pride in work.

7.5 Develop ability to take criticism of their personal work.

7.6 Appreciate neat and precise work.

8. The methods of composing and transmitting wire messages including:

Cognitive

8.1 Student must know the methods of composing and transmitting the following messages:

a) night letters (telegrams)
b) mailgrams
c) telegrams

Psychomotor

none

Affective

8.1 Be motivated to perform the highest possible level of competency.

8.2 Display commitment to the task (develop good work habits).

9. Determining the required content of and/or the computations for the proper drafting/typing of:

Cognitive

9.1 Student must have knowledge of the content of and the computations for the proper drafting/typing of:

a) applications for employment
b) personal data sheets
c) interoffice communications
d) statements of account
e) invoices
f) purchase orders
g) checks (vouchers)
h) cash books (income/expenditures)
i) petty cash records

j) payroll registers
k) quarterly recaps of major purchases, office equipment/supplies

Psychomotor

none

Affective

9.1 Be motivated to perform the highest possible level of competency.

9.2 Demonstrate the ability to comply with the directions in problem solving.

9.3 Recognize priorities in relation to the time available for the various problems.

9.4 Display commitment to the task (develop good work habits).

9.5 Develop pride in work.

9.6 Develop ability to take criticism of their personal work.

9.7 Appreciate neat and precise work.

9.8 Develop a desire to please others (the reader).

10. Ability to recognize and use properly in verbal and written business correspondence the parts of speech including:

Cognitive

10.1 Student must be able to recognize the following parts of speech:

a) nouns
b) pronouns
c) verbs
d) adverbs
e) adjectives
f) prepositions

10.2 Student must be able to properly use in verbal and written correspondence the following parts of speech:

a) nouns
b) pronouns
c) verbs
d) adverbs
e) adjectives
f) prepositions

(Proper use of grammar and the parts of speech will be determined according to the established/governing grammatical rules.)

Psychomotor

none

Affective

none

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS
COGNITIVE/AFFECTIVE/PSYCHOMOTOR ANALYSIS OF MASTERY

GO 51, APPLIED ACCOUNTING

COGNITIVE

1. Identify, communicate, and correctly use the terminology in the accounting/bookkeeping process.

   1.1 The student must be able to:
   - A. define the terms used in the accounting/bookkeeping process
   - B. pronounce the terms used
   - C. spell the terms used
   - D. apply the terms used in proper sequence.

2. The student must be able to identify and properly handle by selecting and implementing the correct procedure for the following:

   2.1 Checks/vouchers
   - A. identify the information needed to complete the check
   - B. identify the information needed to complete a voucher

   2.2 Invoices
   - A. identify the information required

   2.3 Purchase orders
   - A. identify quantities ordered and know how to compute and properly extend prices

   2.4 Receipts
   - A. identify the items included on the receipt

3. The student must be able to understand the mechanics of transfers from journals to accounts the figures showing increases and decreases by using the proper posting techniques.

4. The student must be able to complete the processes required for the proper handling of banking operations.

   4.1 Know how to complete the deposit slip for cash receipts.
   - A. identify the information needed

   4.2 Understand and be able to use the banking services in making payments.

   4.3 Understand and be able to reconcile the bank statement.

GO 51, APPLIED ACCOUNTING
Cognitive/Affective/Psychomotor

PSYCHOMOTOR

2.1 Complete the check stub and check by writing or typing the information to prepare for signature.

2.2 Type or write the information required

2.3 Type or write the information required and extend the prices on the purchase order

2.4 Type or write the receipt so it may be used as a business paper for posting

3.1 To post from the journal or original/copy of a business paper to the proper ledger account

4.1 Write or type the date, bank number/company/individual, amount, and total deposited on a deposit slip and duplicate copy

4.2 Write or type the check to prepare for signature

4.3 Reconcile the bank statement by adding deposits not recorded by the bank, deducting for outstanding checks that have not yet cleared the bank, and deducting other bank service charges.

AFFECTIVE

1.1 Develop pride in the neat, clean, prompt, orderly, accurate, and legible processing of the papers used in the selected accounting/ bookkeeping procedure.

RESEARCH AND DESIGN

PROJECT: MOBILITY

STEPS OF CURRICULUM ANALYSIS

STEP 3

USING THEIR COMPLETED COGNITIVE/AFFECTIVE/PSYCHOMOTOR ANALYSIS AND CHARACTERISTICS OF THE TARGET STUDENTS FROM THE NEED ASSESSMENT AND THEIR PAST EXPERIENCE, THE TEAM ASSESSES EACH ELEMENT OF REQUIRED MASTERY TO IDENTIFY WHERE THE STUDENTS ARE ENCOUNTERING PROBLEMS. THEY ALSO IDENTIFY NON-CONTENT RELATED PROBLEM AREAS.

HAVING PINPOINTED AN AREA, IT IS FURTHER ANALYZED TO IDENTIFY WHAT FACTORS ARE CONTRIBUTING TO THE CREATION OF THE PROBLEM. THESE WILL BE THE PROBLEMS THAT THE TEAM WILL FOCUS THE REST OF THEIR EFFORTS ON SOLVING.

STEP 3:

DETAILED INSTRUCTIONS PROVIDED TO THE TEAM FOR STEP 3.

A) IDENTIFY THOSE ITEMS OF MASTERY REQUIRED IN EACH COURSE WHICH REPRESENT PROBLEM AREAS FOR THE DISADVANTAGED STUDENT; I.E., REQUIRED PROFICIENCY LEVELS NOT BEING ATTAINED.

B) DIAGNOSE/IDENTIFY THE NATURE OF THE PROBLEM AREAS AND THEIR PERCEIVED CAUSES FOR PERFORMANCE DEFICIENCIES IN TERMS OF 1) STUDENT RELATED AND 2) CURRICULUM/COURSE RELATED CAUSES.

C) PRIORITIZE THE IDENTIFIED PROBLEM AREAS ACCORDING TO THEIR CRITICALITY FOR CONTINUING SUCCESS BY THE DISADVANTAGED STUDENT.

Identification of Problem Areas

Instructions For The Completion of Overall Step 3

Operational Definition

Problem Area for the Disadvantaged Student: those areas in the curriculum which consistently present problems to disadvantaged students as a group, rather than to a single individual, which cause any of the following:

a. failure to achieve required mastery proficiency for course/curriculum

b. difficulty in achieving one or more mastery skills or a continuum of skills in a course

c. inability to complete course or curriculum (drops out)

d. the requirement for instructional support beyond that normally provided for students.

Steps To Be Performed

1. Compare course mastery skills with Job Entry requirements in Cognitive/Psychomotor/Affective domains.

   List job entry requirements not presently taught in courses.

2. Assess each mastery item stated for the course and identify any mastery skill within which disadvantaged students encounter academic or content problems in the three domains, per the operational definition, and personal experience.

   Note: If disadvantaged students drop out of curriculum during or following the basic course, and heretofore have not enrolled in higher courses, in analyzing the higher level courses, identify those areas which do present problems to normal students. Rationale: If normal students have problem areas, it can be anticipated that disadvantaged student who remain in the program will encounter similar or worse problems.

   Divide a page into three columns. In the left column, list the identified problem areas in mastery skills.

3. Diagnose/Identify the nature of the problem areas and their perceived causes in terms of critical incidents, personal experience or existing data as related to student related causes or instructional/learning related problems. (See the following for examples.)

   a. Student related causes: List these in center column of page next to mastery problem identified in left column.

Examples:

1. Lack of prerequisite skills required of the mastery skill. (Specify exact skills.)

2. Inability to cope with the reading requirements. (Specify student level of reading, or required level.)

3. Personality or emotional factors. (Cite as related to curriculum, or specific incidents.)

4. Cultural differences. (Cite as related to curriculum or skill mastery.)

5. Cannot transfer knowledge learned in "lecture" to application/psychomotor. (Specify exact nature of failure.)

6. Cannot master cognitive criteria but learns in the lab with oral instructions.

7. Cannot relate "lab" experiences to classroom theory or principles.

8. Any others you might cite.

b. Instructional related causes: List these in the right column opposite mastery problem.

Examples:

1. Learning steps too large for student.

2. Materials (quantity or level) used are beyond abilities of students.

3. Methods of instruction do not match learning styles of students.

4. Failure to build continuum of levels according to taxonomies, i.e., jumping from recall to application, or requiring students to analyze without lead-up learning in comprehension and transfer to application, etc.

5. lack of facilities/equipment.

6. no special services to be responsive to specific needs of group of learners or individuals.

7. any others you might identify.

4. Identify any additional problem areas you know to exist which are not tied directly to an academic mastery skill, i.e., sociological, cultural, emotional, etc.

   These might act as cues which will lead to the identification of areas in the curriculum requiring modification or expansion, or to services which can be provided such learners through counseling/ guidance, etc.

   List problem areas in this category.

5. Prioritize problem areas: The points of reference for this step are the three lists that you have produced

   --Job Entry Requirements not presently taught in courses
   --Academic or content problem areas for mastery in courses
   --Additional problem areas in non-academic category

   a. As a first step, inspect each item on each list and, through concurrence by committee members, determine whether the item would be grouped under the following categories:

      1. Problems which can be handled within the instructional program for which you are responsible

      2. Problems which are academically oriented, but not part of your normal courses, but related to other disciplines

      3. Problem areas for which special services might be provided outside of the instructional program.

      As you are performing this analysis, start a separate list of problem areas recommended for handling by other disciplines of instruction or for special services.

   b. For those problem areas which are within your instructional programs or mastery skills in the courses, reach concurrence by committee members as to the priority order in which problem areas should be solved, considering the following factors:

      1. Criticality of the problem mastery skills to continuing or following skills in the course

      2. How failure to master a particular skill contributes to overall achievement of course objective and criteria

      3. Criticality of mastery of cognitive content before transfer to application or psychomotor

4. How mastery of problem areas in the basic course carries over to higher level courses (i.e., will achievement in the basic course reduce problems identified in following courses, or are problems in higher courses related to the specific content in those courses?)

5. Importance of success in mastery of cognitive and psychomotor skills in reducing problem areas in the affective domain

On the list of problem areas for mastery in courses, number the items in priority order.

COURSE TITLE: _____ PROGRAM (VOCATIONAL/OCCUPATIONAL AREA): _____

IDENTIFICATION OF PROBLEM AREAS AND SOURCES OF PROBLEMS

Problem Areas for Students	Sources of Problems		
	Student Related Causes	Instructionally Related Causes	Sociological/Cultural Causes

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

MINUTES

November 15, 1977

SCOPE OF ANALYSIS FOR PRIORITY PROBLEM AREAS:

The group prioritized the courses required for the clerical degree to be analyzed against the criterion of need-to-know for employment and source of critical problems for the office occupations student and the disadvantaged learner.

The priorities listing was as follows:

1. Beginning Typing--SS 1A
2. Clerical Training--GO 50
3. Office Training--GO 1A
4. Intermediate Typing--SS 1B
5. Spelling and Penmanship--SS 61
6. Applied Accounting--GO 51
7. Business Machines--GO 8
8. Office Training--GO 1B

Because it was formed six weeks later than other working committees, the group set as its goal the completion of the list one through five as being the most critical of the eight. Should one through five be completed, the committee will then proceed to analyze six through eight. It was the consensus of the group that one through five constituted over 90 percent of the problem area encountered in the successful clerical mastery required for employment.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
1.0 Basic Skills			
1.1 Reading and Comprehension	1.1 Reading and comprehension are below level required to use existing media.	1.1 Media used in instruction is above the ability of the disadvantaged student.	1.1 Poor background.
1.2 Writing and Composition	1.2 Students enter course without the basics of writing skills and grammar including: a. sentence structure, including subject/verb agreement b. parts of speech c. legibility of handwriting		
1.3 Math Skills	1.3 Math skills are below level required for existing courses: a. word or thought problems b. inability to add, subtract, multiply and divide 1. whole numbers 2. fractions 3. percentages/decimals c. Mental block and lack of self-confidence to complete math courses.	1.3 No coordination between teachers: fragmentation of teaching required math skills from teacher to teacher across the department. Existing basic math courses exceed math ability required for employment. Existing math courses don't establish relevance for employment. Insufficient assessment of the student's level of math ability.	

Research and Design Project, Office Occupations
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
1.4 Speech/Oral Communications Between Students and Instructor	1.4 Student uses communication which the instructor does not understand, including: articulation, rate of speech, pronunciation, street language. Student has a hostile attitude toward correction of language used in his/her environment. Lack of spontaneity relating to asking questions/seeking clarification.	1.4 Instructor's vocabulary exceeds that of the student's comprehensive ability. Failure to accept slang. Failure to establish the importance of standard communication for employability. Insensitivity to recognizing offending students regarding language used in the classroom.	1.4 Hostile attitude toward correction of language used in his/her environment.
1.5 Listening	1.5 Some students are bilingual and are weak in English as a second language. Attention span is short.	1.5 Poor speech habits on part of the instructor: example, speak to fast. Instructional methods are not geared toward student participation: teacher talks at instead of with student.	1.5 Some barriers exist that show themselves: "I'm not going to listen in spite of what is thrown out to me." "I'm not going to abide by your rules." "I have a completely different culture. I'm not going to change--you'd better change."
2.0 Study Skills			
2.1 Note Taking and Consistent Disciplined Use of Time For Study	2.1.1 Lack of motivation because of: a. receiving money to come (Financial Aid) b. history of failure (drop out)	2.1.1 Instructors assume the existence of study skills.	2.1.1 No study facilities at home: a. no space b. noise c. lack of encouragement for an education

Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
	2.1.2 Students feel that they can rely on memory.	2.1.2 Lack of follow-through by instructors on homework assignments.	
		2.1.3 Not all assignments are relevant and reinforcing to mastery (busy work).	
		2.1.4 Material organized in such a way that it doesn't lend itself to note taking.	
2.2 Attendance	2.2.1 Students fail to see importance of punctuality and attendance.	2.2.1 Instructors are boring and are uninterested in student needs.	2.2.1 Family and home responsibilities conflict with attendance: a. child care b. illness c. funerals (strong cultural obligation to attend).
	2.2.2 Student must rely on public transportation.	2.2.2 Instructor doesn't give any additional material to go along with text. (Student can do as well by reading the text,)	
	2.2.3 Student avoids school because of incompleteness of homework.		
	2.2.4 Students have other interests, priorities not in school (social, etc.).	2.2.3 Breakdown of interpersonal relationships of students.	2.2.2 Women's participation in educational activities violates unwritten cultural and moral values.
	2.2.5 Drugs and hangovers.		
	2.2.6 Social interests exceed academic interests.		
2.3 Failure to Follow Instructions	2.3.1 Inability to comprehend due to problems identified in 1.4, 1.5, 2.1.	2.3.1 See 1.4, 1.5, 2.1.	

Research and Design Project, Office Occupations
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
2.4 Inability to Distinguish Between Need-to-Know or Nice-to-Know From Text-Book or Instructional Presentation	2.4.1 See 1.1	2.4.1 See 1.1	
3.0 Socio-Cultural and Other Related Problems*			
3.1 Financial Aid Not Available at Beginning of School to Meet Needs of Purchasing Supplies, Books, etc. (Existing Emergency Book Loan Insufficient)			
3.2 Encouragement of Education No Longer Forceful in Cultural and Family Settings			
3.3 Welfare Seen as a Viable Life Style Because:			
a. In the Short Term, Monetary Sub-sistence Exceeds Pay for Unskilled Labor			

* All points under 3.0 are based upon extensive experience by Committee members with disadvantaged, culturally deprived, and adult criminal element at the college age.

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
b. Get Increased Benefits by Attending School Without Accountability to Funding Agency. (Welfare Supervisors Never Check Directly With Instructors Regarding Students)			
3.4 Some Students Have a Criminal Background and See Crime as a Viable Life Style (Drugs, Theft, Prostitution)	3.4.1 Criminal element rejects judicial authority and rejects its existence (i.e., "If I only had money or a good attorney, I wouldn't be here."). (Based on imput from committee member who has worked intimately with this kind of student.)	3.4.1 Existing programs seem to be effective. The programs only deal with drugs; criminal background is not dealt with.	
	3.4.2 Criminal life style provides a cash flow or articles which student cannot get on the outside.		
	3.4.3 Rejection of all authority (parental, judicial, instructional).		
3.5 Poor Management of the Limited Resources They Have			
3.6 Loose Family Structure a. No Father Image b. Family Responsibilities Too Great For One Parent To Handle	3.6.1 Students are forced to assume the parental role--greater responsibility than would normally be expected in that age group.		

Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
c. Frequent Divorce, Separation, Live-Ins			
d. No Religious, Ethical, Moral Training			
e. Student Frequently Raised by Older Brother or Sister			
f. Student Forced to Assume Greater Responsibility and Family Accountability Than Would Normally be Expected of a Person in That Age Group			
g. Physical and Mental Abuse Producing Hostility and Aggressive Behavior:			
1. Father Abuses Mother and Children			
2. Older Children Abuse Younger Children			
3. Peers Abuse Other Peers			
4. Incest			
h. Alcohol and Drug Excess (Also a Major Contributor To Physical and Mental Abuse)			
3.7 Isolation of Minorities; Individual Identity Counseled As Superior to the National Identity			
3.8 Poor Interpersonal Communications for Employment Due To:			

Research and Design Project, Office Occupations
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
a. Cultural Methods of Communication and Behavior Are Significantly Different Than Those Expected by Employer b. Body Tone and Language Has Negative Connotations c. Personal Standards of Dress or Attire In-Appropriate for Business			
3.9 Guidance, Counseling and Faculty Advising	3.9.1 Student enters without clear-cut objectives or goals. 3.9.2 Student frequently changes major.	3.9.1 Disregard or do not emphasize prerequisites. 3.9.2 Sources of guidance and counseling are not advertised sufficiently to students. 3.9.4 Presently all counselor contack must be generated by students; very little counselor initiated contact to monitor student progress. 3.9.5 Faculty advisors are assigned students outside their discipline.	
4.0 General Office Occupations Problems			
4.1 Present Course Time of 50 Minutes Too Short:			
a. Deprives Student of a Feeling of Accomplishment			

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
b. Doesn't Provide Closure on the Task Student Has Begun c. Habitual Absenteeism That Contributes Significantly to Drop Out Also Highlights the Ineffective			
5.0 It Is Not Clearly Communicated To the Student What the Realities of the Office Occupations Really Are: Collision of Preconceived vs. Real Forces Student to Change Direction of Goals	5.1.1 Student does not seek out sufficient or proper advise. 5.1.2 Tremendous gap between student goal level, aspirations, and actual capabilities. 5.1.3 Students are going through tremendous uncertainty of self and of goals.	5.1.1 Instructors assume students have knowledge and have been counselled in the right direction.	

S.S. 1A, Beginning Typing

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
1. Be Able to Master the Keyboard A. Touch Typing Control of Alphabetical Keys B. Correct Finger Control of Numbers and Symbols	1.1 Don't keep eyes on copy. 1.2 Poor positioning of fingers on home row. 1.3 Problem in shifting; poor posture (elbow, feet, wrist not even). 1.4 Muscles unaccustomed to reach and stretch. 1.5 Fingernails too long for proper finger touch or striking. 1.6 Improper shifting of fingers. 1.7 Attendance 1.8 Student doesn't see relevance of drills; doesn't follow through on drills for attractive work.	1.1 Moves too fast on assignment, thereby producing incomplete mastery. 1.2 Class size too large. 1.3 Needs better motivational devices and fails to recognize this. 1.4 Needs a relaxed atmosphere; instructor creates an atmosphere of tension and stress rather than relaxation. 1.5 Timed writings are used as an end for fail-pass situations rather than for reinforcement. Overemphasis on timed writings.	
2. Knowledge of Manipulative Parts and Proper Use	2.1 Forget the proper use of parts.	2.1 Not enough emphasis placed on the teaching of the parts (reinforcement).	
3. Setting of Margins	3.1 No basic skills in math. 3.2 Student has difficulties with number scale. 3.3 Student has difficulties in relating numbers on scale as to the number of spaces in the margin. 3.4 Difficulties in subtracting and adding figures necessary for correct margin setting.	3.1 Uses more than one method in the teaching of setting margins which creates confusion.	
4. Operate Parts Necessary for Use	4.1 Student doesn't check to see that paper guide is in correct position. 4.2 Student fails to align paper with paper guide.	4.1 Instructor fails to remind students to check machine before beginning assignment.	

Research and Design Project, Office Occupations - SS 1A, Beginning Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Causes	Sociological/Cultural Causes
	4.3 Student fails to check pitch control. 4.4 Student fails to check space regulator for correct spacing.		
5. Develop the Ability to Comply with the Directions in Problem-Solving	5.1 Students don't pay attention. 5.2 Student fails to read directions before beginning assignments. 5.3 Students don't understand what they read. 5.4 Students don't ask necessary questions to understand assignment.	5.1 Some instructors do not circulate around the room to determine if students are having problems. 5.2 Instructors don't explain thoroughly the instructions.	
6. Be Able to Type 30 Net Words Per Minute on a 3-Minute Timed Writing	6.1 Student freezes up on timed writings. 6.2 Some students feel that speed is more important than accuracy; therefore, the net drops. 6.3 Student gets an inferiority complex over the lack of speed. Therefore, they can't function properly.	6.1 Some instructors fail to stress the importance of accuracy. 6.2 At the beginning of the course, speed is stressed too much instead of production. 6.3 Some instructors put too much stress on timed writings.	
7. Understand Correction Symbols	7.1 Student fails to understand the meaning of correction symbols. 7.2 Student doesn't give enough time to learn the symbols.	7.1 Not enough emphasis put on correction symbols. 7.2 Instructors fail to tell student the importance of the symbols for the typing of rough drafts that they might come involved with on the job.	

Research and Design Project, Office Occupations - SS 1A, Beginning Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional/Learning Causes	Sociological/Cultural Causes
8. Knowledge of Rules Governing Correct Word Division	8.1 Student fails to memorize (learn) the rules governing correct word division. 8.2 Student fails to correctly apply the rules. 8.3 Students do not understand syllables. 8.4 Students don't know how to use the dictionary for dividing words properly. 8.5 Student cannot relate rules to dictionary syllabication of words.	8.1 Some instructors fail to explain the rules governing word division. 8.2 Don't give enough examples on the board to show correct word division. 8.3 Not enough time is allowed on teaching of syllables.	
9. Knowledge of Proper Assembling, Inserting, and Erasing Carbon Pack	9.1 Students have difficulties in aligning and typing over words after making a correction or reinserting paper in correct position for alignment of words. 9.2 Student places carbon pack incorrectly in machine. 9.3 Student fails to avoid smudges on paper.	9.1 Some instructors don't go around and demonstrate individually to students on the proper assembling, inserting, and erasing of a carbon pack.	
10. Ability to Utilize Proper Correcting Techniques	10.1 Student pulls forward paper bail when erasing and causes the letter not to position over the error to be corrected. 10.2 Students put correct type in backwards.	10.1 Instructor fails to tell students not to pull the paper bail because it releases the paper from the cylinder and letters will not align when making corrections.	

Research and Design Project, Office Occupations - SS 1A, Beginning Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
11. Ability to Proofread by Comparing Method and Reading for Sense	11.1 Student fails to proofread material upon completion of work. 11.2 Student's reading and spelling skills are inadequate.	11.1 Instructor may not reinforce proofreading at intervals. 11.2 Courses designed to increase reading and spelling skills are presently not prerequisites to Typing 1A.	
12. Knowledge of Horizontal and Vertical Centering	12.1 Students forget methods used in centering materials vertically and horizontally. 12.2 Students fail to add number of strokes correctly in a word. 12.3 Student has problems with division. 12.4 Students forget how many blank spaces are left between materials when it is being doubled or tripled spaced. 12.5 Student forgets to add 1 more than the number of lines in the top margin. 12.6 Student forgets to disregard leftover strokes and fractions. 12.7 Student fails to remember number of lines available on the paper being used in the problem.	12.1 Some instructors don't reiterate methods at intervals.	
13. Ability to Set Tab Properly	13.1 Student adds strokes and spaces incorrectly. 13.2 Students forget math computations used in the setting of tabs. 13.3 Student depresses tab clear instead of tab set.	13.1 Instructors don't check to see if students are typing problems correctly at their seats.	

Research and Design Project, Office Occupations - SS 1A, Beginning Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
	13.4 Student fails to clear previous tabs before setting desired tabs. 13.5 Student sets left margin incorrectly; therefore tabs will not be set in correct position.		
14. Knowledge of Correct Alignment of Roman Numerals	14.1 Student fails to backspace properly in order to align the numerals correctly. 14.2 Student fails to space twice after a period following a Roman numeral, numbers, alphabets indicating first through third order.		
15. Be Able to Type Footnotes Properly	15.1 Student forgets to single-space footnotes. 15.2 Student cannot visualize the number of lines to be used in the typing of footnotes even when given the number of words. 15.3 Student forgets to raise reference numbers.		
16. Be Able to Spread Center Headings	16.1 Student forgets method used to spread centering.		
17. Knowledge of Proper Typing of Quoted Material Consisting of Four or More Lines	17.1 Student forgets to indent material five spaces on both sides. 17.2 Student puts quotation marks before and after quoted material, which are not necessary.	17.1 Instructor doesn't show typed example of quoted material in manuscript. 17.2 Instructor forgets to tell students that quotation marks are not necessary in the typing of quoted material with four (4) or more lines.	

Research and Design Project, Office Occupations - SS 1A, Beginning Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Causes	Sociological/Cultural Causes
18. Choosing the Proper Letter Style	18.1 Students forget styles of letters (modified, block) as to placement of various parts, including return address, date, complimentary closing, typed signature, reference initials and other notations.	18.1 Some instructors do not review letters' parts and the various styles of titles, including the kinds of punctuation, at intervals since letters are introduced several weeks before the course ends.	
19. Choosing the Correct Punctuation for Letters (Open or Mixed)	19.1 Students forget the kinds of punctuation used with the letters as to placing or not the colon after the salutation and the comma after the complimentary closing.		

S.S. 1B, Intermediate Typing

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
1. Ability to Master the Keyboard 1.1 Touch Typing Control of Alphabetical Keys 1.2 Correct Finger Control of Numbers and Symbols 1.3 Knowledge of Manipulative Parts and Proper Use 1.4 Setting of Margins 1.5 Operate Parts Necessary for Use 1.6 Develop the Ability to Comply with the Directions in Problem-Solving 1.7 Be Able to Type 40 Net Words Per Minute on a 3-Minute Timed Writing	1. Student does not master the keyboard before going on to tabulation and manuscript problems	1. Instructor does not seem aware at times that the majority of the class have not mastered the keyboard before going on to more advanced problems in tabulations and manuscript typing.	
2. Ability to Make Correct Math Computations	2.1 No basic skills in math. 2.2 Student has difficulties with number scale. 2.3 Student has difficulties in relating numbers on the scale as to the number of spaces in the margin. 2.4 Difficulties in subtracting and addition figures necessary for correct margin setting.		
3. Ability to Type 40 Net Words Per Minute for 5-Minutes From Straight Copy	3.1 Students try to conquer speed at the expense of accuracy. Fail to establish a rhythm and slow down for accuracy.	3.1 Some instructors fail to praise the errorless copy enough--to motivate students to type accurately.	

Research and Design Project, Office Occupations - S.S. 18, Intermediate Typing
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional Learning Causes	Sociological/Cultural Causes
4. Ability to Proofread By Comparing Method and By Reading for Sense	4.1 Students fail to read for sense of the copy when proofreading.	4.1 Instructors sometimes fail to reinforce the proofreading techniques.	
5. Ability to Type From Unarranged Copy and to Prepare for Mailing Four (4) Business/Personal Letters with Special Features, Including a Carbon Copy for Each Letter, in One Hour, with One of the Letters Being an AMS Simplified Letter, with no More Than One Uncorrected Error.	5.1 Students make frequent errors and must stop to correct them as they go. 5.2 Unfamiliar with the proper letter form and need to refer back to examples frequently.	5.1 Instructor sometimes fails to spend appropriate amounts of time to reinforce the direction for problems and pointing out specific features of letters.	

Spelling and Penmanship

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
1. Ability to Understand All Rules Governing the Spelling and Division of Words	1.1 Students don't enter the course with required mastery of the basics, including: a. understanding vowels and consonants; b. understanding syllables; c. knowing where words are accented; d. ability to pronounce words or hear the correct pronunciation of words; e. ability to decipher vowel sounds; f. understanding the formation of plurals; g. understanding when to use plural forms of nouns: 1. student does not recognize in many cases that irregular nouns form the plurals by making changes within the word; 2. student does not realize that some nouns, although they are plural in form, are singular in construction; 3. student does not understand that regardless of the final letter some nouns are always plural; h. knowing how to form possessive nouns; i. knowing when to use the possessive of nouns.	1.1 A number of the words are not in student's everyday conversations; student will not be confronted with them in the employment setting. 1.2 Some teachers put too much emphasis on the memorization of the rules rather than the application of the rules. 1.3 No visual aids are used to give the students a better picture of the words being utilized. 1.4 Some instructors do not pull out the key elements of the rules; the rules as they are stated cannot be understood by the student.	

Research and Design Project, Office Occupations - Spelling and Penmanship
Identification of Problem Areas and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
2. Commonly Confused Words (Homonyms)	2.1 Student does not know the meaning of the words that sound alike because they are not a part of their everyday life. 2.2 Existing speech pattern of students leads them to mispronounce homonyms. 2.3 Student does not have a mental picture of the words outside their vocabulary.	2.1 Instruction is geared toward memorization of words rather than a mental picture (visual aid).	
3. Be Able to Write and Connect Letters (Alphabetic), Numbers, and Symbols Legibly	3.1 Student's writing positions are not desirable. 3.2 Student has not been given penmanship drills since elementary school (primary grades). 3.3 Formation of letters are not legible. For example: "o" and "a".	3.1 Correct sitting position at desk is not emphasized. 3.2 The proper manner in which to hold instrument is not emphasized.	

GO 1A, Office Training

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
1. Cut Stencils, etc.	1.1 Does not place cushion sheet (oily surface up) between stencil sheet and backing sheet. 1.2 Does not place typewriter on stencil setting. 1.3 Applies too little or too much pressure while using style. 1.4 Applies too little or too much pressure when using shading plate. 1.5 Applies too little or too much pressure when using lettering guide.	1.1 Difficult to observe each student each time.	
2. Correct Typing and Style Error	2.1 Does not burnish error. 2.2 Does not use enough correction fluid. 2.3 Does not patch properly.	2.1 Difficult to observe each student.	
3. Correctly Operate Stencil	3.1 Not enough experience. 3.2 Afraid they will make error. 3.3 Embarrassed to ask for help because it has already been explained. 3.4 Not conscious of keeping area clean.	3.1 Instructor assumes students know how to operate machine correctly. 3.2 Difficult to observe each student.	
4. File Alphabetically, etc.	4.1 Bored with filing process. 4.2 In a hurry to complete task. 4.3 Does not recognize.	4.1 Not enough time in class to cover material in detail.	
5. Complete Master Units Using Typewriter	5.1 Does not remove protective sheet from between master sheet and carbon of master unit. 5.2 Applies too little or too much pressure when using style. 5.3 Applies too little or too much pressure when using shading plates.		

Research and Design Project, Office Occupations - GO 1A, Office Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
	5.4 Applies too little or too much pressure when using lettering guides.		
6. Correct Errors, etc.	6.1 Does not remove all carbon from back of master sheet. 6.2 Does not insert clean piece of carbon to retype correct letter of word. 6.3 Does not remove clean piece of carbon after correction has been made.	6.1 Difficult to observe each student.	
7. Correctly Operate Liquid Duplicating Machine	7.1 Not enough experience. 7.2 Does not allow master to rotate once prior to feeding paper through machine (frequently causes a wrinkle to appear in master). 7.3 Embarrassed to ask instructor for help because it has already been explained. 7.4 Not conscious of keeping area clean.	7.1 Instructor assumes students know how to operate machine properly. 7.2 Difficult to observe each student.	
8. Construct Memo Pads	8.1 Does not center properly. 8.2 Not enough experience. 8.3 Does not clamp properly. 8.4 Does not cement properly.	8.1 Difficult to observe each student. 8.2 Paper cutter physically difficult for girls to operate.	

GO 50, Clerical Training

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
1.1 Understand Marginal Settings for a Short, Medium or Long Letter	1.1 Does not check table for proper start position. Does not remember 45-70 space horizontal marginal settings.	1.1 Instructor does not require student to memorize or know proper marginal settings for different length letters.	
1.2 Understand Vertical Placement for a Short, Medium, or Long Letter	1.2 Does not check table for proper vertical start position (date). Does not remember 45-70 space horizontal marginal settings.	1.2 Instructor does not require student to memorize or know proper marginal start (date) position for different length letters.	
1.3 Understand Business Terminology	1.3 Fails to memorize business terminology. Fails to recognize business terminology.	1.3 Instructor does not stress memorization of business terminology.	
1.4 Apply Rules for Correct Word Division	1.4 Does not know rules of division.	1.4 Does not stress memorization of rules for correct word division.	
1.5 How to Correct Typographical Errors	1.5 Cannot realign paper into machine once paper is removed from typewriter.	1.5 Does not assign specific problems or spend sufficient time teaching error correction.	
1.6 How to Proofread	1.6 Does not take time to sufficiently check (proofread) paper for error. Too much in a hurry to complete assigned problem. Speed too slow to complete number of problems assigned.	1.6 Assigns too many problems for time allotted. Does not teach necessity of proofreading. Not strict enough on uncorrected errors to make it worth student's time to proofread.	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
1.7 Have Knowledge of the Proper Folding of Letters and Correct Insertions of Letters into Envelopes (for Both Large and Small Envelopes)	1.7 A mental knowledge only --no manual practice.	1.7 Does not assign enough problems requiring insertion.	
2.1 Ability to Perform Correctly Addition, Subtraction, Multiplication, and Division of Whole Numbers	2.1 Failure complex regarding math subjects. No background in math. Ashamed or embarrassed to ask basic questions.	2.1 Assumes knowledge of basics by students. Instructs above student's ability.	
3.1 Appropriate Dress	3.1 Not instructed concerning appropriate dress. Does not see relevancy of proper dress. Feels it is a personal item, not a job-oriented item.	3.1 Dress code not stressed.	
3.2 Promptness	3.2 Punctuality not a priority. A telephone call or note not thought to be important even if they are late or absent from work. Concept of believing they can make up material lost at a later time, or a time more convenient to their schedule.	3.2. Punctuality for classes not stressed. Possibly encourage an attitude of tardiness or absence by being lenient in these areas.	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
3.3 Note Pad	3.3 Forget writing instruments and paper to take down pertinent information.	3.3 Relevancy of paper/pen not stressed. Assume students take proper notes. Assume students can decipher between need to know information and nice to know information.	
3.4 Properly Greet Interviewer by Speech and/or Handshake	3.4 Too nervous on interview --not thinking of social mannerisms. Not accustomed to socially accepted greetings. Does not know socially accepted greetings.	3.4 Fails to see relevance of socially accepted greetings. Assumes student has proper social skills.	
3.5 Appropriate Verbal and Nonverbal Communication: a. Sitting	3.5 Appropriate verbal and nonverbal communication: a. Student does not know appropriate/proper sitting position that is acceptable. Women sit in chair at angle on front part of chair, then move back. Men sit directly back into chair (not on front portion and then move back). Women dressed in pantsuit or dress sit down the same way.	3.5 Appropriate verbal and nonverbal communication: a. Instructor does not take time in class to teach acceptable, appropriate/proper sitting position. Does not know acceptable, appropriate/proper sitting position. Does not see relevance of acceptable. appropriate/proper sitting position. Not enough time in class to cover social material (concentration is on academic material only). No text or materials available.	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
b. Crossing of Legs	b. Student does not know acceptable, appropriate/proper manner of crossing legs. Women--hands remain behind skirt length on legs. Women--hands are a focal point, hands are not necessarily a focal (communication) point for men. If right handed, right hand remains on top of left-leg on top of crossed legs. If left handed, left hand remains on top of right hand, top of crossed legs.	b. Does not take time in class to teach acceptable, appropriate/proper crossing of legs. Does not see relevance of acceptable, appropriate/proper crossing of legs. Not enough time in class to cover social material. (Concentration is on academic material only.)	
c. Standing	c. Student does not know acceptable, appropriate/proper standing position. Arms should be relaxed and at sides. Feet not in proper positioning:	c. Does not take time in class to teach acceptable, appropriate/proper manner of standing. Does not see relevance of acceptable, appropriate/proper manner of standing. Does not know acceptable, appropriate/proper manner of standing.	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
	1. one foot pointing toward individual with whom communicating 2. other foot at 45° angle (midway forward in relation to other foot; approximately 3-4 inches apart--heel to instep) 3. weight on foot pointing toward individual with whom communicating Women--feet no more than 4 inches apart (sexual overtones in nonverbal communication). Women--hands to remain at side, not in front of leg (sexual overtones in nonverbal communication). Women--leg (not supporting majority of weight) only slightly bent (sexual overtones in nonverbal communication). Women--do not know proper manner of holding purse.	Not enough time in class to cover social material (concentration on academic material only). No text or materials available.	

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
	Cannot gracefully shift weight from leg to leg. Sometimes has modeling and applies "modeling techniques" to individual communications.		
d. Walking	d. Student does not know acceptable, appropriate/proper mannerisms of walking. Arms should be relaxed and swing naturally at side. Pace of steps should be quick enough to appear energetic. Women--pace should be approximately 12-15 inches (depending on height). Men--pace should be approximately 15-18 inches (depending on height). Head held erect but not stiff.	d. Instructor does not take time in class to teach acceptable, appropriate/proper manner of walking. Instructor does not see relevance of acceptable, appropriate/proper manner of walking. Instructor does not know acceptable, appropriate/proper manner of walking. Not enough time in class to cover social material (concentration on academic material only). No text or materials available.	

Problem Area for Student	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
	With head held erect and walking, while looking down (without moving head), should be able to see 1-3 inches of front portion of shoe. Shoulders should not slump. Should not come up on balls of feet. Legs should not be stiff. Should not sway from side to side.		
e. Speech	e. Student does not know acceptable, appropriate/ proper mannerism of speech. Turns back to people in room to close door. Closes door too hard. Student does not know acceptable, appropriate/ proper speech. Uses wrong hand to close door. Does not close door.	e. Same as "d", but "opening of door" is substituted for "walking" where appropriate. Instructor does not take time in class to teach acceptable, appropriate/ proper manner of speech. Not enough time in class to cover social material (concentration on academic material only).	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
f. Know When the Interview Is Finished and Leave	f. Does not know interview is over. Little previous experience in being interviewed. Does not notice gestures of "time-to-leave."	f. Not enough time in class to cover social material (concentration on academic material only).	
4.1 Answer Telephone in a Pleasant Manner	4.1 Student does not see relevance of answering telephone with pleasantness. Does not know how voice sounds over telephone.	4.1 Not enough time in class to cover social material (concentration on academic material only).	
4.2 Execute Good Judgement When Handling Telephone Complaints	4.2 Student has not taken complaints before. Takes complaints personally. No previous training. Is shocked by obscenities. Does not understand how much to take. Overextends (gives promises) outside of personal context or decision-making authority.	4.2 Same as 4.1.	

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
4.3 Be Able to Take Accurate Telephone Messages	4.3 No previous experience in taking telephone messages. Does not know to get sufficient information. Does not know to route messages quickly.	4.3 Same as 4.1.	
5.1 Dress Properly for Employment Positions	5.1 Student does not know acceptable, appropriate/ proper dress for employment.	5.1 Instructor does not take time in class to teach acceptable, appropriate/ proper "dress for employment." Not enough time in class to cover social material (concentration on academic material only).	
5.2 Apply Courteous Etiquette at All Times	5.2 Same as 5.1 Does not see proper "etiquette" as a priority.	5.2 Same as 5.1.	
5.3 Demonstrate Good Behavioral/ Moral/Value Judgments	5.3 Does not see "behavioral/ moral/value judgment" as a priority.	5.3 Same as 5.1.	
5.4 Demonstrate Integrity and a High Standard of Ethics	5.4 Does not see "integrity as a high standard of ethics" as a priority.	5.4 Same as 5.1.	
6.1 Student Must Have Knowledge of the Most Efficient and Effective Use of the Following Shipping Services: a. Air Freight b. Trucking Freight c. Rail Freight	6.1 Does not take time to check each method of shipping. Not company "cost-conscious."		

Research and Design Project, Office Occupations - GO 50, Clerical Training
Identification of Problems and Sources of Problems (Continued)

Problem Area for Students	Student Related Causes	Instructional/Learning Related Causes	Sociological/Cultural Causes
7.1 Correct Handling and Processing of Incoming Mail	7.1 Hurries through job just to complete job. Does not see seriousness of mistakes (loss of time). Job is boring.		
8.1 Methods of Composing and Transmitting Wire Messages, Including: a. Night Letters b. Mailgrams c. Telegrams	8.1 Same as 6.1		
9.1 Student Must Have Knowledge of the Content of and the Computations for the Proper Drafting/Typing of Applications for Employment, Personal Data Sheets, Interoffice Communications, Statements of Account, Invoices, Purchase Orders, Checks (Vouchers), Cash Books (Income/Expenditures), Petty Cash Records, Payroll Registers, Quarterly Recaps of Major Purchases, Office Equipment/Supplies	9.1 Unfamiliar with the variety of forms. Has difficulty transferring theory to practical application.		

RESEARCH AND DESIGN

PROJECT: MOBILITY

STEPS OF CURRICULUM ANALYSIS

STEP 4

NOW THAT THE TEAM HAS PINPOINTED EXACTLY WHERE THE TARGET STUDENTS ARE ENOUNTERING PROBLEMS AND THE FACTORS CREATING THE PROBLEMS, THEY WILL TURN THEIR ATTENTION TO SOLVING THOSE PROBLEMS.

SOLVING THE PROBLEMS WILL INVOLVE THE SELECTION OR DEVELOPMENT OF NEW METHODS AND MEDIA OF INSTRUCTION, NEW PROGRAMS AND NEW SERVICES, ALL TAILORED TO THE UNIQUE NEEDS OF THE TARGET LEARNERS. BEFORE THE TEAM CAN MAKE THESE KINDS OF DECISIONS, HOWEVER, THEY MUST MORE SPECIFICALLY DEFINE THE EXACT NATURE OF THE MASTERY REQUIRED AND THE CRITERION OF MASTERY FOR EACH OF THE CONTENT PROBLEM AREAS. THIS WILL GIVE THEM ALL THE DATA THEY REQUIRE TO BE SURE THE CHANGES THEY RECOMMEND WILL BOTH GIVE EACH STUDENT THE SKILLS/KNOWLEDGES/ATTITUDES REQUIRED FOR EMPLOYMENT AND BE RESPONSIVE TO THE LEARNERS' NEEDS. THE METHODS/MEDIA RECOMMENDATIONS IDENTIFIED AT THIS STEP WILL BE COMBINED WITH THE RECOMMENDATIONS THAT WILL COME FROM STEP 5. IN COMBINATION THEY WILL CONSTITUTE THE TEAM'S SOLUTIONS TO THE PROBLEMS IDENTIFIED.

STEP 4:

DETAILED INSTRUCTIONS PROVIDED TO THE TEAM FOR STEP 4.

A) RESTATE THE PRIORITY PROBLEM AREAS AS TERMINAL PERFORMANCE OBJECTIVES.

B) DERIVE CRITERION MEASURES FOR EACH TERMINAL PERFORMANCE OBJECTIVE.

C) ANALYZE THE LEARNING REQUIREMENTS TO ACHIEVE EACH OBJECTIVE.

D) ORGANIZE THE LEARNING STEPS.

E) ANALYZE ALTERNATIVE METHODS AND MEDIA.

P.O. BOX 5089, ANAHEIM, CALIFORNIA 92804 - (714) 539-4359

RESEARCH AND DESIGN PROJECT

Development of Mastery Skills Identified as Priority Problem Areas

Instructions For The Completion of Overall Step 4

As a result of the identification of problem areas for disadvantaged learners in the mastery skills for each course, the faculty analysts will have made decisions as to the following:

1. Those problems which can be handled within the instructional/learning environment of the special areas' curriculum;
2. Those problems which should be handled either by
   a. other subject matter specialists (example, reading, math, others)
   b. special support services (example, counseling, guidance, psychological, placement, etc.).

Priorities for development will have been established also.

The procedures listed below are those which will be performed by the faculty to develop learning sequences and solutions for learning problems which can be handled in the instructional/learning environment (#1 above). Other problems will be referred to appropriate groups.

Throughout the procedure, itemized below, references will be made to portions of the SAFE manual, Designing For Predictable Learner Success--the manual used in the training sessions. The faculty analyst might reread the referenced sections for explanation, examples, processes and forms.

SUGGESTION: A more productive and efficient use of the faculty time might result in assigning each member of the team a different problem mastery skill for development, applying the following steps. Group concurrence might be reached in the individual products, periodically. In this manner several products might be developed in the time that it would take the group to produce one.

STEP 1. Restate the Problem Mastery Skill as a Terminal Performance Objective.

Reference: SAFE manual, pages 161-178, "Deriving and Stating Terminal Performance Objectives (T.P.O's)." Also see pages 61-78, "Criteria for the Writing and Critique of Performance Objectives."

Refer to the statements in the course mastery analysis (cognitive/psychomotor/affective). Add the elements to this statement which will expand it into a well stated learning objective, as specified in SAFE manual.

Refer also to the criterion measures identified in the mastery analysis for the evaluation portion of the objective.

Write objective in left column of Form I-2.

STEP 2. Derive Terminal Performance Criterion Measures.

Reference: SAFE manual, pages 179-199.

If you did not state criterion measures during mastery skill analysis, develop them now from the Terminal Performance Objective.

Some groups already performed this step when identifying the criterion measures in the course mastery skill analysis (criterion levels and specific test items).

However, since you have performed further analysis of the mastery skills during problem identification, you might have generated further data or gained other insights regarding learning proficiency. It is suggested, therefore, that you review the prestated criteria to determine the following:

a. Whether the level of proficiency is still acceptable or should be increased or decreased;
b. Whether the criterion measures or test items are valid measurement of achievement of the objective to indicate mastery;
c. Whether the present method of evaluation is still suitable or whether alternate methods of evaluation with the disadvantaged population might yield the data required for evaluation;
d. Whether additional items must be added or existing items deleted or changed so that the evaluation instrument or activity measures all aspects of mastery.

Your expertise and your problem identification analysis statements will be the basis for these judgments.

If changes are required, make them at this point.

In the second column of Form I-2, "Criterion Statement," list the conditions of evaluation.

In the third column of Form I-2, write in the items and instructions given to the student in the testing condition.

a. If questions on a final exam are used for evaluation, include only those items which measure this objective.
b. If a unit test is to be used, the test might be stapled to the form.

c. If evaluation is performance of psychomotor skills or activities, list the instructions given the student.

STEP 3. Analysis of Learning Requirements to Achieve Objectives.

Reference: SAFE manual, pages 201-219, Taxonomies Handout, and pages 145-146.

Using Form J-2, analyse the lead-up content (cognitive), skills (psychomotor), behavior (affective) required for achievement of the T.P.O.

Those groups who used course content outlines for identifying mastery skills will have a start on this step. The subtopics on the outlines might represent lead-up knowledge/skills. However, you might determine whether these should be expanded to give you all the required data for learning related to the T.P.O.

In doing this analysis, the reference is the disadvantaged learner.

1. Identify first what level in the taxonomy represents mastery.

2. Analyse from the learner's entry level* and from what the learner needs to know and do to build all elements of mastery.

*Entry level refers to what they have mastered from previous learning sequences or courses.

3. Refer to the taxonomies to determine what lead-up activities and levels the learner must achieve on a continuum from simple to complex.

Remember--do not leave out learning levels.

--they must learn and practice the mastery level before evaluation; i.e., if they must analyse, do not expect to give learning experience in recall, comprehension, and application and then expect them to analyse. They must also have learning experience in analysing or must learn how to analyse.

The columns on Form J-2 will give you cues.

STEP 4. Organize Learning Steps/Sequence.

Reference: SAFE manual, pages 277-299.

a. Using Form K-2, organize the learning requirements from the Cognitive/Psychomotor/Affective Analysis (Form J-2, 3) into the actual learning step sequence the learner will perform to achieve the objective.

Note: This might be in the order you stated in the analysis or you might want to schedule several recall activities or comprehension activities before application (for example).

Enter sequence in the left column of Form K-2.

b. As you are sequencing the learning steps, determine the response desired from the learner and whether this will be evaluated. Enter these in the second column of Form K-2.

STEP 5. *Method/Media Analysis.*

Reference: SAFE manual, papes 305-329.

a. Using the Decision-Making Model on page 312, SAFE manual, perform a method/media analysis on each learning step or a sequence of learning steps to determine the requirements based on the nature of the learning activities. This analysis can be performed quickly once you practice using the Decision-Making Model.

b. In Column 3, Form K-2, list the methods/media alternatives which can be used for the learning step or a sequence of steps. The alternatives might be those which you know about now. You might also wish to investigate others which are available in the Media Center or which are commercially available--both of which can be screened to determine if they meet the requirements for your population. Another possibility is that the Media Center might develop something, if nothing exists to meet your requirements.

In the last column, indicate your recommended selection, or final selection can be made during the management planning step.

Curriculum _____

Course/Unit Title _____

ACTUAL SIZE 8½" X 14"
TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No.	No.	No.

ACTUAL SIZE 8½" X 14"

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: _____

T.P.O # _____

Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)

ACTUAL SIZE 8½" X 14"

FORM K-2

Course/Unit: _____

T.P.O. # _____

LEARNING SEQUENCE

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION

Curriculum Office Occupations

Course/Unit Title SS 1A Beginning Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 1 By the end of the unit, the student will demonstrate mastery of the keyboard by touch control alphabetic keys and correct finger control of numbers and symbols.	No. 1A. To be able to type 30 net words per minute on a 3-minute timed writing. 1B. To be able to type 40 net words per minute on a 5-minute timed writing.	No. Attach the final test to be used at the 3-minute and 5-minute levels.

FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Know the variables related to setting the margins, including: a) 70 space line is normal setting (5 strokes=1 word). b) length line for 12 and 14 word line. c) what "center-point" is.	1.1 Explain variables that relate to setting a margin.	1. Set desired margins.			
1.2.1 Know how to calculate "center-point." 1.2.2 Know how to locate and manually set marginal stops.	1.2 Explain the operation performed in setting a margin.				
2.1.1 Know calculation of elite and pica types (elite=12 spaces per horizontal inch; pica=10 spaces per horizontal inch).	2.1 Explain the difference between pica and elite pitch.	2. Set pitch control for pica or elite.			
2.2.1 Know how to locate and manually set variable pitch control (if on machine).	2.2 Explain the operation in setting of the pitch.				

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FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
3.1.1 Single space leaves no blank lines between typed material. 3.1.2 Double space leaves 1 blank line between typed material. Timed writings are double spaced (normally). 3.2.1. Know how to locate and manually set line space regulator for desired vertical spacing.	3.1 Explain the differences between double and single spacing. 3.2 Explain the operation performed in setting line space regulator for desired spacing.	3. Set line space regulator for double spacing.			
4.1.1 Paper guide is for quick/proper insertion of paper. 4.1.2 Paper guide assures consistent centerpoint of page for typed material to center of machine	4.1 Explain purpose of the paper guide and importance of correct position.	4. Check paper guide for correct position.			

FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
4.2.1 Locate and manually set paper guide (4½" to left of center for 8½" wide paper)					
5.1.1 5 space paragraph indentation denotes beginning of paragraphs for double spaced copy.	5.1 Explain purpose of 5-space paragraph indentation.	5. Set tab for five space paragraph indentation.			
5.2.1 How to locate clear, set tab manually.	5.2 Explain operation of setting tab.				
6.1.1 Timed writings reinforce: a. mastery of the key board b. progress in increasing speed c. actual pressure of on-the-job performance d. error consciousness (speed and accuracy vs. speed alone); noticeable penalty for errors; effect on net words.	6.1 Explain the importance of the timed writing	6. Type from straight copy for 3-minutes on a timed writing.			

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

FORM J-2

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
e. student can chart own progress. 6.2.1 Stop and start times are absolute. 6.2.2 Don't sacrifice accuracy for speed. 6.2.3 Don't stop to correct errors when they occur. 6.2.4 Don't give up just because an error is made. 6.3.1 Correct typing posture includes: a. back straight b. sit erect c. both feet flat on floor (one slightly ahead of the other) d. height of body is machine comfortable e. distance from machine comfortable	6.2 Explain how the timed writing is performed. 6.3 Explain correct typing posture.				

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FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations
T.P.O # 1
Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
f. shoulders/arms relaxed; elbows at sides.					
6.4.1 Proper finger position includes: a. fingers curved properly over home row b. wrist slightly bent c. palm of hand not resting on typewriting frame	6.4 Explain proper position of fingers.				
6.5.1 Proper material placement may be on right or left side of machine but must facilitate easy reading for eye/ hand coordination.	6.5 Explain proper placement of material to be typed.				
6.6.1 Eyes during typing should remain on copy.	6.6 Explain proper use of eyes during typing.				
6.7.1 Original position of fingers over home row keys (A,S,D,F.J,K,L,;) for relaxed/proper reaching of other keys.	6.7 Explain the relationship of fingers to keys.				

FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
6.8.1 Techniques for maintaining speed and accuracy include: a. start at a relaxed pose and gradually increase speed b. keep eyes on copy c. relax: don't try to anticipate the clock d. don't stop until time has elapsed e. concentrate on your own work f. type by word recognition rather than letter by letter	6.8 Explain proper techniques for maintaining speed and accuracy.				
7.1.1 In the business world accuracy is paramount to speed. 7.1.2 You will be expected, on the job, to produce error free, mailable copy.	7.1 Explain relevance of proofreading.	7. Proofread for errors and circle them.			

FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
7.1.3 Employer expects you to proof and correct. Your work represents the organization.					
7.1.4 High quality proofing is conducive to raise and promotion. Poor proofing may lead to dismissal.					
7.2.1 The comparative method of proofing includes: a. comparison of end typing product with original--word for word b. identification of all differences, i.e., errors.	7.2 Explain technique of comparative method.				
8.1.1 Determining of net words includes: a. determine gross words a minute (GWAM) b. determine number of errors c. determine number of words to be subtracted for each error.	8.1 Explain the process of determining net words.	8. Derive net words.			

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FORM J-2

Course/Unit: Office Occupations

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
d. multiply b x c to determine the total error factor. e. subtract error factor from gross words to determine net words a minute (NWAM).					

Course/Unit: Office Occupations--SS 1A

T.P.O. # 1

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as on J-2 forms	See the Criterion Statement and the Criterion Measure on Form I-2.	There must be increased personal attention for the disadvantaged student to provide them the needed reinforcements. Structure the Lab to provide more attention Open time by modifying allied requirements. Allow students to redo work for better grade, not just one shot at it, with maximum grade possible a "C." Individualized materials to allow for make up (due to absenteeism, failure to master) and freedom to repeat until understood. Structuring of a number of short span reinforcements is better than one long span. Important only to learning keyboard; after that long blocks of time are most valuable.	

Curriculum Office Occupations

Course/Unit Title Beginning Typing SS 1A

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 2 By the end of the unit, each student will be able to demonstrate mastery of the manipulative parts of the typewriter and the proper use of each.	No. 2 Given the problems of 1) identifying the purpose of and location of each manipulative part of the typewriter (other than letters/ numbers and symbols); and 2) demonstrating the proper operation of each part, the student will be able to do so with 100% accuracy.	No. 1) Paper Pencil - You are provided with a picture of a typewriter and 2 columns of manipulative parts of the machine. Draw a line connecting each to its proper mate and complete a short statement explaining the purpose of each. You will be required to respond with 100% accuracy. 2) Demonstration - You have in front of you a typewriter and typing paper. I have a list of _____ manipulative parts of the typewriter. As I name each, please demonstrate the proper operation of each. You will be required to do so with 100% accuracy.

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations

T.P.O #

Level of Mastery: Application

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1. Know pronunciation and spelling of A-W. 2. Know the definition of A-W. 3. Know the function of A-W. 4. Know the location of A-W. 5. Know how to manually operate A-W.	Explain the function of A-W. Explain how to operate A-W.	Demonstrate the proper operation of the following: a. space bar b. ratchet release c. cylinder-knob d. paper bail/rollers e. tab/tab set/tab clear f. line space regulator g. marginal stops h. paper guide i. index key j. repaid return k. margin release l. back space m. pitch control n. space indicator o. pressure-type set p. touch control setting q. paper release r. cylinder/platen s. return t. number scale for pitch (elite and pica) u. 1/2 space line v. ribbon changing w. ribbon control lever			

Course/Unit: Office Occupations

T.P.O. # _____

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on form J-2.	1. Written evaluation following comprehension. See Criterion Measure on I-2. 2. Demonstration following application. See Criterion Measure on I-2.	1) Increased use of the Skills Lab which stresses standard checking procedures to be sure manipulative parts are properly set before beginning work. 2) Periodic requirement throughout semester for student to demonstrate mastery (presently done only at beginning). 3) Individualized materials that allow for make up due to absenteeism and failure to master.	

Curriculum Office Occupations 1A & 1B
Course/Unit Title Typing 1A-B

TERMINAL LEARNING REQUIREMENTS

FORM I-2
Curriculum Analyst _____
Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 7 By the end of the unit, each student will be able to demonstrate their ability to proofread their own typing using the "reading for sense" and comparing methods of proofreading and make all necessary corrections.	No. 7 Following the completion of a given typing assignment, each student will identify and correct errors* made during their typing, using the "reading for sense" and comparing methods of proofreading. Each student will be allowed only 1 uncorrected error, based upon verification by the instructor. * Errors include grammar, spelling, punctuation, typographical and errors of omission/repetition.	No. 7 You have before you a typewriter, paper, reference materials for spelling, punctuation, etc., and the assigned typing problem.* Complete the typing assignment and proofread it using the "reading for sense" and comparing methods of proofreading. You will be required to identify and correct the errors you have made. You will be allowed 1 uncorrected error based upon my own review. * Problem will include a combination of: straight copy, unarranged copy, rough draft copy (handwritten and typed), copy using correction/proof reading symbols and tabulation.

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FORM J-2

Course/Unit: Office Occupations 1A & 1B

T.P.O # _____

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
7.1.1.1 Errors are possible in source materials. 7.1.1.2 All errors are not apparent unless reading for sense, i.e., omission, homonyns. 7.1.2.1 Line-for-line; word-for-word, letter-for-letter (comparing). 7.1.2.3 Use of fingers in comparing. 7.1.2.4 Do proofing before removing copy from typewriter. 7.1.3.1 Know the use, meaning, proper formation of symbols for the following: (See attached sheet of proofreading and correction symbols).	7.1.1 The value of both reading for sense and comparing during proofreading. 7.1.2 The techniques/ methods used in proofreading (reading for sense and comparing). 7.1.3 The meaning of proof reader's marks and correction symbols.	7.1. Given your completed typing problem, identify any errors that exist in any of the following areas: a. accuracy of your copy compared to your source material (content) b. sentences are complete and logical c. proper format has been used d. correct punctuation, spelling, grammar has been used e. no omission, duplication of words has occurred.			

FORM J-2

Course/Unit: Office Occupations 1A & 1B

T.P.O # _____

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
7.1.4.1 How to use the following for spelling, grammar, punctuation: a. 20,000 words b. dictionary (abridged/ unabridged) c. reference manual for steno-graphers and typists.	7.1.4 The rules, etc. of spelling, grammar and punctuation or the proper use of the reference books available to them.				
7.1.4.2 Use references any time you have a question.					
7.2.1.1 When to apply, how to apply, and acceptable standards of the following for originals and carbons: a. erasing (with and without shield) b. liquid paper c. chalk d. lift-off tape e. chalk paper	7.2.1 What are proper correction techniques, acceptable standards of clean, neat, legible for employer, and how to apply correc-tion techniques.	7.2. Correct all errors found in work so that they are clean, neat, legible.			

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FORM J-2

Course/Unit: Office Occupations 1A & 1B

T.P.O # _____

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
7.2.1.2 Proper alignment and realignment of copy to exact space/ position of error.					
7.2.1.3 Effect of changing manipulative machine parts on alignment (paper bail, paper release, ratchet release).					

Course/Unit: Office Occupations--Typing 1A & 1B

T.P.O. # 7

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on Form J-2.	1. Oral confirmation by instructor following instruction of Recall and Comprehension. 2. Evaluation of Application per Criterion Measure on I-2.	1. Increased use of Skills Lab to reinforce mastery identified on J-2. 2. Periodic requirement throughout semester for students to demonstrate mastery. 3. Individualized materials that allow for make up due to absenteeism or failure to master.	

Curriculum Office Occupations

Course/Unit Title SS 1A Beginning Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 9 By the end of the unit, the student will demonstrate mastery of the proper assembly, insertion and erasing of the carbon pack.	No. 9 Given a simulated exercise, the student will be able to demonstrate 100% mastery.	No. 9 You have in front of you a letterhead, carbon paper and second sheet. Assemble, insert and type letter on page--with two carbon copies, making necessary corrections on all sheets. Hand in problem for evaluation.

FORM J-2

Course/Unit: Office Occupations

T.P.O # 9

Level of Mastery: Application

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Identify letterhead, second sheet and carbon paper. 1.2.1 Know that the letterhead is the original copy. 1.2.2 Know that the carbon sheet goes between letterhead and second sheet with correct carbon side up. 1.2.3 Know the effect of improper sequencing. 2.1.1 Know the parts to be used in the proper inserting of: a. Paper guide b. Paper release c. Cylinder knob d. Variable line spacer e. Pressure control lever.	1.1 Explain difference between the parts. 1.2 Explain why there is a certain sequence. 2.1 Explain why letter is not opposite sheet facing you. 2.2 Explain the parts of the typewriter used in inserting the carbon pack properly. 3.1 Explain proper techniques of correction. 3.2 Explain difficulties encountered through improper correction techniques.	1. Proper assembly of the pack. 2. Proper insertion into the typewriter. 3. Proper corrections of errors.			

Course/Unit: Office Occupations

T.P.O. # _____

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on J-2.	1. Oral confirmation of mastery at recall and comprehension level prior to application level. 2. See Criterion Measure.	1. Increased use of the Skills Lab which stresses standard checking procedures to be sure manipulative parts are properly set before beginning work. 2. Periodic requirement throughout semester for student to demonstrate mastery (presently done only at beginning). 3. Individualized materials that allow for make up due to absenteeism and failure to master.	

Curriculum Office Occupations 1A & 1B

Course/Unit Title Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 12 By the end of the unit, the student will demonstrate mastery of horizontal and vertical centering of materials.	No. 12 Given centering problems, the student will demonstrate the ability to type the copy on a full and half sheet such that the number of lines above and below the copy are the same (vertical centering) and the number of spaces to the right and left of each line are the same (horizontal centering) with no more than one uncorrected margin.	No. 12 You have in front of you a typewriter, typing paper and 2 centering problems, one unarranged columnar tabulated and one unarranged straight copy. Center the first vertically and horizontally on a half sheet of paper (8½" x 5½") and the second on a full sheet of paper (8½" x 11"). Turn your work into me for evaluation when you have finished. To be acceptable, your work can have no more than one uncorrected error.

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: SS 1AB - Typing

T.P.O # 12

Level of Mastery: Application

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
12.1.1.1 If full or half sheet, 66 lines for full and 33 lines for half sheet	12.1.1 How to compute number of lines to be used in the problem.	12.1 Compute vertical centering of material on paper.			
12.1.1.2 When you double space, 1 blank line is left between lines.	12.1.2 How to compute line on which to begin problem.				
12.1.1.3 When you triple space, 2 blank lines are left between lines.	12.1.3 Reading position.				
12.1.1.4 Always triple space after a heading.					
12.1.1.5 Always double space after a subheading.					
12.1.2.1 Compute total lines involved, i.e., typed plus blank lines.	12.1.2 How to compute starting point of each line.				
12.1.2.2 Subtract the total number of lines in problem (typed and blank) from total lines on typing sheet (33 or 66).					

FORM J-2

Course/Unit: SS 1AB - Typing

T.P.O # 12

Level of Mastery: Application

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
12.1.2.3 Divide previous computation by 2.					
12.1.2.4 Add one line for vertical starting line.					
12.1.3.1 Subtract 3 lines from vertical starting line to derive proper starting line for reading position.	12.1.3 Reading position.				
12.2.1.1 Back space method of horizontal centering; i.e., back space from center point 1 space for each 2 strokes, including spaces between words.	12.2.1 How to compute starting point of each line.	12.2 Compute horizontal centering of material on paper.			
12.2.1.2 Mathematical computation of horizontal centering; i.e., compute total number of strokes in line (including blank spaces), divide total by 2, subtract or backspace from center point computed number of spaces.					

FORM J-2

Course/Unit: SS 1AB - Typing

T.P.O # 12

Level of Mastery: Application

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
		*12.3 Complete tab and margin settings according to computations. *12.4 Type problems in proper format. *12.5 Proof for errors and make necessary corrections. * For detailed analysis, see work done on T.P.O #1, #2, and #11.			

Course/Unit: Office Occupations 1A & 1B

T.P.O. # Typing

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As derived on Form J-2.	Evaluation of mastery following instruction at application level--see Criterion Measure on Form I-2.	Expanded use of the skills lab for practice	

Curriculum Office Occupations

Course/Unit Title SS 1 A Beginning Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 15 By the end of the unit, the student will demonstrate mastery of typing footnotes properly.	No. 15 Given the assignment of typing an unarranged report with footnotes, the student will type report placing footnotes properly on the page, using proper format, with no more than one uncorrected error.	No. 15 You have in front of you a typewriter, typing paper and an unarranged report with footnotes. You are to type the report placing the footnotes in their proper place on the page and in the proper format with no more than one uncorrected error.

FORM J-2

Course/Unit: Office Occupations

T.P.O # 15

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
15.1.1.1 Know that references for footnotes are typed one-half space above the line at the end of a quotation, after the author's name, or at the end of a statement of fact.	15.1.1 Explain the use and importance of the footnote in a report.	15.1 Type report with footnotes using reference numbers (superior figures) properly.			
15.1.1.2 Footnotes identify/dignify the source of materials other than original material.					
15.1.1.3 You have to give credit where credit is due.					
15.1.2.1 Footnotes are placed at the foot of the page on which reference to them is made or they may be grouped at the end of the report.	15.1.2 Explain the proper placement of footnotes.				
15.1.2.2 Reference number precedes each footnote ½ space above line.					

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FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations
T.P.O # 15
Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
15.1.2.3 Footnotes are indexed 5 spaces. 15.1.2.4 Body of report and footnotes are separated with a line of 1½". 15.1.2.5 One blank line is left above footnote. 15.1.2.6 Footnotes are typed in single spacing with one blank line between lines. 15.1.2.7 Know major footnote formats for magazine, 2 or more authors, books, speeches, unpublished book, lecture notes, one author book, author and editor cited, no author cited, edition number, government publication.					

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FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations

T.P.O # 15

Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
15.1.2.8 Footnotes are numbered consecutively.					
15.1.2.9 Footnotes are typed on page with a one-inch bottom margin.					
15.1.2.10 Know proper use of page-end indicator.					
15.2.1.1 When proof-reading, be certain that all rules stated from 15.1.2.1 to 15.1.2.9 have been followed.	15.2.1 Explain criterion used in proofreading of footnotes.	15.2 Proofread work and make necessary corrections.			

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Course/Unit: Office Occupations, SS 1A

T.P.O. # 15

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as J-2.	1. Oral/written confirmation following Comprehension. 2. Use of Criterion Measure from I-2 following Application.	1. Increased use of Lab to allow for practice. 2. Individualized materials that allow for make up due to absenteeism or failure to master.	

Curriculum Office Occupations

Course/Unit Title SS 1A Beginning Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 16 By the end of the unit, each student will be able to demonstrate mastery of spread centering of headings.	No. 16 Given the assignment of spread centering, the student will spread center several headings from unarranged copy with no more than one uncorrected error.	No. 16 You have in front of you a typewriter, typing paper and an assigned problem on spread centering of several headings from unarranged copy. The problem must be typed with no more than one uncorrected error.

FORM J-2

Course/Unit: Office Occupations

T.P.O # 16

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
16.1.1.1 Know that you backspace one for each stroke in the heading except last stroke.	16.1.1 Explain the process of spread centering.	16.1 Complete the problem by spread centering each heading.			
16.1.2.1 Know that you space once between letters and three (3) times between the words.	16.1.2 Explain math computations for spread centering.				
16.1.3.1 Know that the center point over line of writing will vary according to the margins.	16.1.3 Explain centering heading over line of writing.				
16.1.4.1 Know computations for deriving at center point of line of writing; i.e., add place on typing scale where left margin begins to the place where the right margin is set and divide by 2.	16.1.4 Explain center point for line of writing.				

FORM J-2

Course/Unit: Office Occupations

T.P.O # 16

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
16.2.1.1 Know the criterion for proof reading, including: 1. that there is 1 space between each letter 2. there are 3 spaces between words 3. the heading is properly centered	16.2.1 Explain the criterion to be applied when proof-reading.	16.2 Proofread work and make necessary corrections.			

Course/Unit: Office Occupations--Beginning Typing

T.P.O. # 16

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as J-2.	1. Oral/written demonstration of mastery following comprehension. 2. Demonstration of mastery per Criterion Measure on I-2 following instruction at Application level.	1. Increased use of Lab to allow for practice. 2. Individualized materials that allow for make up due to absenteeism or failure to master.	

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Curriculum Office Occupations

Course/Unit Title Beginning Typing

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 17 By the end of the unit, the student will demonstrate mastery of typing quoted material of four or more lines on reports.	No. Given a report with quoted material consisting of four or more lines, the student will demonstrate the ability to type quoted material in its proper format with no more than one uncorrected error.	No. You have in front a typewriter, typing paper and a report with quoted material consisting of four or more lines. Type report with quoted material with no more than one uncorrected error. Proofread and make necessary corrections. Turn in completed assignment for evaluation.

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FORM J-2

Course/Unit: Office Occupations

T.P.O # 17 Beginning Typing

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Know that quoted material of four or more lines are typed one double space below or above the main body of the report.	1.1 Explain how to type quoted material.	1.0 Type report with quoted material consisting of four or more lines.			
1.2.1 Know that quoted material with less than four or more lines are typed with the body of the material.	1.2 Explain how quoted material with less than four lines are typed.				
1.3.1 Know that doubled indention signifies paragraph indention of quoted material.	1.3 Explain why first line is doubled indented.				
1.4.1 Know that quoted material should begin five spaces after left margin and should end five spaces before right margin.	1.4 Explain proper placement and typing of reference numbers.				

FORM J-2

Course/Unit: Office Occupations

T.P.O # 17 Beginning Typing

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.5.1 Know that reference number is typed one-half space above the line at the end of the quoted material.					
1.6.1 Know that quotation marks are permissible but not necessary.					
1.7.1 Know the specific criteria to be applied when proofreading (see 1.1.1-1.6.1).	1.7.1 Explain the criterion to be applied when proofreading.				

Course/Unit: Office Occupations

T.P.O. # 17 Beginning Typing

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as presented on J-2.	Recall - Application tested following Application. See the Criterion Measure on Form I-2.	1. Increased use of Lab to allow for practice. 2. Individualized materials that allow for make up due to absenteeism or failure to master.	

Curriculum Office Occupations
Course/Unit Title Beginning Typing SS 1A, 1B

TERMINAL LEARNING REQUIREMENTS

FORM I-2
Curriculum Analyst _____
Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 18 By the end of the unit, each student will be able to demonstrate mastery of the letter styles modified and block with mixed and open punctuation.	No. 18 Given the assignment of typing letters in modified and block style, the student will type letters as assigned from unarranged copy with mixed and open punctuation with no more than one uncorrected error.	No. 18 You have in front of you a typewriter, typing paper, carbon paper and second sheets. You also have the content of two business letters in the form of unarranged copy. Type the first letter using the modified block letter style with block paragraph using mixed punctuation. Type the second letter using block letter style with open punctuation. Each letter must be typed with no more than one uncorrected error to be acceptable.

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: SS 1A & 1B
T.P.O # 18
Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Definition of block style. 1.1.2 All letter parts typed flush to left margin.	1.1 Explain: the characteristics of block letter style in terms of letter parts.	1. Complete letter with block letter style using open punctuation.			
1.2.1 Definition of open punctuation. 1.2.3 Know that no punctuation ("," or ":") follows the salutation and the complimentary closing.	1.2 The proper placement of punctuation for open punctuation.				
2.1.1 Definition of modified block letter style. 2.1.2 Know that the date line, complimentary closing, typed signature and sometimes title are typed at the center point of the letter.	2.1 Explain: the characteristics of modified block letter style in terms of letter parts.	2. Complete letter with modified block letter style using mixed punctuation.			

FORM J-2

Course/Unit: SS 1A & 1B

T.P.O # 18

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
2.1.3 Know that letter body is typed flush with left margin in block letter style.					
2.2.1 Know definition of mixed punctuation.	2.2 The proper placement of punctuation for mixed punctuation.				
2.2.2 Know that a colon is used following the salutation and a comma follows the complimentary closing.					
3.1.1 Know that block, modified block styles and open/mixed punctuation can be combined and used correctly in any combination, according to the preference of the typist or the established procedure of an employer.	3.1 Explain when and how all of these elements can be combined and used.				

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Course/Unit: SS 1A & 1B

T.P.O. # 18

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on Form J-2.	Evaluation following instruction at application level--See Criterion Measure on Form I-2.	Expanded use of the skills lab for practice	

Curriculum Office Occupations

Course/Unit Title Spelling and Penmanship

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 1 By the end of the unit, the student will demonstrate the mastery of the application of the rules governing spelling and word division.	No. 1 The student will be able to apply the rules of spelling and word division with 70% accuracy as determined by the instructor and the established rules of spelling and word division.	No. 1 You have in front of you a completion test covering the rules of spelling and word division. You may use a reference book for the proper division of words but complete all other parts of the test without the reference book. You must achieve a grade of 70% to demonstrate mastery. Test to include the application of each rule to four problems.

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations--Spelling & Penmanship

T.P.O # 1

Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

*RECALL (Memory)	*COMPREHENSION (Explanation)	*APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
Know to: 1.1.1.1 Read the rule carefully for understanding. 1.1.1.2 Break the rule down to identify each part of the rule. 1.1.1.3 From the example being studied, identify how the rule applies. 1.1.1.4 Identify the conditions that deny application of the rule; i.e., if at least 1 condition does not exist as expressed in the rule, then the rule is not applicable.	1.1.1 Explain why a particular rule applies, the variations that affect the rule, and what it is about (the example that qualifies it for the application of a given rule).	1.1 Apply rule to a variety of different situations.			

* Each of the process steps identified must be applied to each of the 25 rules governing spelling and word division.

FORM J-2

Course/Unit: Office Occupations--Spelling & Penmanship

T.P.O # 1

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1.5 Study the exceptions to the rules, if any.					
2.1.1.1 Know the proper use of the dictionary, grammar book, secretarial handbook, and thesaurus for checking the correct application of the rule.	2.1.1 Explain materials that can be consulted to see if the application of a rule is correct.				

Course/Unit: Office Occupations--Spelling & Penmanship

LEARNING SEQUENCE

FORM K-2

T.P.O. # 1

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on Form J-2.	1. Evaluation to take place following instruction on each rule. 2. Cumulative evaluation at the end of the unit: see the Criterion Measure on Form I-2.	1. Individualized materials that can compensate for absenteeism and allow repetition until there is mastery: a) must present visual equivalents of new words, if possible; b) must pull out key elements of the rules. 2. Highly visual reinforcement needed to create "mind pictures" of relationships between words. 3. Use of tape recorder to allow student to hear different pronunciations and critique own mispronunciations.	

Curriculum ~~Office Occupations~~

Course/Unit Title Spelling and Penmanship SS 61

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 2 By the end of the unit, the student will demonstrate mastery of commonly confused words (homonyms).	No. With the proper materials provided, the student will be able to understand words which are commonly confused.	No. You have in front of you paper and pencil. Number paper from 1 to 25. Spell words as I dictate them to you. I will state definitions for each word. Note: During the semester, several tests consisting of commonly confused words will be given.

FORM J-2

Course/Unit: Office Occupations

T.P.O #2 Spelling and Penmanship SS 61

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Know that homonyms are words that sound alike.	1.1 Explain what homonyms are and how they are unique.	1.0 Proper spelling and usage of commonly confused words (homonyms).			
1.1.2 Know that some homonyms may be spelled the same but pronounced differently and have different meanings.					
1.1.3 Know that some homonyms may be pronounced the same, but spelled differently and have different meanings.					
1.2.1 Know the importance of the dictionary, book of homonyms, grammar text, reference manual for secretaries, and other reference materials as aids in defining and spelling of homonyms.	1.2 Explain how the reference materials can be used in working with homonyms.				

Course/Unit: Office Occupations--Spelling & Penmanship

LEARNING SEQUENCE

FORM K-2

T.P.O. # 1

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
As presented on Form J-2.	1. Evaluation to take place following instruction on each rule. 2. Cumulative evaluation at the end of the unit: see the Criterion Measure on Form I-2.	1. Individualized materials that can compensate for absenteeism and allow repetition until there is mastery: a) must present visual equivalents of new words, if possible; b) must pull out key elements of the rules. 2. Highly visual reinforcement needed to create "mind pictures" of relationships between words. 3. Use of tape recorder to allow student to hear different pronunciations and critique own mispronunciations.	

FORM I-2

Curriculum Office Occupations

Course/Unit Title Spelling and Penmanship - SS 61

TERMINAL LEARNING REQUIREMENTS

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 3 By the end of the unit, the student will demonstrate mastery of the ability to write and connect letters (alphabetic), numbers, and symbols legibly.	No. With the proper materials provided, the student will be able to legibly write and connect all letters (small, capitals), numbers and symbols correctly, according to the established standard rules of penmanship.	No. You have in front of you a pencil and sheet of paper. You will write legibly the letters of the alphabet (small and capitals.) Write the small letters connected together from A to Z. Write letters in capitals from A to Z not connected. Write numbers from 1 to 10. Write symbols that represent the following signs: dollar, number, percent, pounds, asterisk, parentheses, dash, hyphen, plus, times, minus and apostrophe. To be acceptable, your work must conform to the established standard rules of penmanship.

FORM J-2

Course/Unit: Spelling and Penmanship

T.P.O # 3

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Know that certain letters are connected from top of preceding letters, including the "o", "w", "v".	1.1 Explain proper connecting of letters.	1.0 Be able to write and connect letters (small, capital) and write numbers and symbols legibly.			
1.1.2 Know that certain letters are connected from the bottom of preceding letters except the "o", "w", "v".					
1.2.1 Know that there are ten (10) capitals that are not connected to letter following: D, I, L, O, P, Q, T, V, W, X.	1.2 Explain connection of capitals to small letters.				
1.3.1 Know that proper formation of numbers and symbols can eliminate confusion of intent; for example, a 7 written incorrectly may be interpreted as a 9.	1.3 Explain the importance of proper formation of numbers and symbols.				

FORM J-2

Course/Unit: Spelling and Penmanship

T.P.O # 3

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.3.2 Know the meaning of various symbols (for example "#" in front of a number represents the word "number."). This symbol ("#") in back of a number represents the word "pounds." 1.3.3 Know the proper placement of various symbols (for example: %, $, #, (), &, *). 1.4.1 Know the proper element of holding the writing instrument including: a. hold pen or pencil with only enough pressure to keep it from falling;	1.4 Explain proper manner in which to hold writing instrument and the importance of holding writing instrument properly to form letters better.				

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Spelling and Penmanship

T.P.O # 3

Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
b. hold writing instrument comfortably with the thumb exerting only enough pressure to keep it in place; c. the first finger (index) is on top; the second finger is on the side, an equal distance from the point; and the thumb is opposite the second finger and a little farther from the point. 1.4.2 Know that improper holding of the instrument can result in poorly formed letters, numbers and symbols.					

FORM J-2

Course/Unit: Spelling and Penmanship

T.P.O # 3

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.5.1 Know the proper element of sitting position at desk including feet flat on floor; back straight with body bent forward; head slightly bowed; both arms should rest on the desk; elbow of writing arm should be kept just off the edge of the desk with forearm resting on the muscular cushion just in front of the elbow. 1.5.2 Know that improper sitting position can result in fatigue and illegibly formed letters, symbols and numbers.	1.5 Explain proper sitting position and the importance of proper sitting position as related to the formation of letters, numbers and symbols.				

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Course/Unit: Office Occupations

T.P.O. # 3 Spelling and Penmanship

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as presented of Form J-2.	See Criterion Measure on Form I-2.	1. Use of Skills Lab for increased drill. 2. Consult industry for real world stories of consequences of poor handwriting to show relevance. Consequences both to the business and the person with the poor handwriting.	

Curriculum Office Occupations

Course/Unit Title GO 50, Clerical Training

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 3 - Business Letter Terminology By the end of the unit, the student will demonstrate knowledge of proper business letter terminology.	No. 3 With the materials needed, the student will be able to properly identify business letter terminology.	No. 3 You have in front of you a duplicated examination consisting of true-false, multiple choice, and short answer (fill in) statements and questions to be completed within one class period (50 minutes) covering the use and sequencing of the following business terminology. You will be expected to respond with 90% accuracy.

FORM J-2

Course/Unit: GO 50

T.P.O # 3

Level of Mastery: Comprehension

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
3.1 Know the pronunciation and spelling of A-V. 3.2 Know where to use A-V. 3.3 Know the proper sequence when using A-V.	3. Explain the sequence/relationship of the various business letter parts to include: a) mixed punctuation b) no punctuation c) modified block d) block e) indented paragraph f) block paragraph g) date h) inside address i) attention line j) salutation k) subject or reference line l) body m) complimentary close n) signature line o) typist's initials p) enclosures notations q) carbon copy notations r) postscript s) mailing notation				

FORM J-2

Course/Unit: GO 50

T.P.O # 3

Level of Mastery: Comprehension

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
	t) business letter u) personal business letter v) AMS letter				

Course/Unit: Office Occupations

T.P.O. # GO 50, Clerical Training

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
3. Same as presented on J-2.	3. See Criterion Measure on Form I-2.	1. Develop more visual representation of each new word being mastered. Students don't have mental picture of meaning of words; stress that there is more than one acceptable means of handling individual parts of the business letter; i.e., attention line, subject line, etc. 2. Periodic requirement throughout semester for student to demonstrate mastery. 3. Individualized program on business letter terminology showing visual equivalents, requiring student to respond. This would compensate for absenteeism and also allow for freedom for individual to repeat until mastered.	

Curriculum Office Occupations
Course/Unit Title GO 50

TERMINAL LEARNING REQUIREMENTS

FORM I-2
Curriculum Analyst _____
Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
* No. 9 By the end of the unit, the student will be able to demonstrate mastery of the techniques which should be applied during the process of interviewing for employment which will present the student in the most positive light. * Composite analysis of problem areas 9, 10, 11, 12, 13, 17	No. 9 When placed in a simulated interview situation, the student must demonstrate mastery of the techniques relating to: a) proper conduct during an employment interview b) appropriate dress c) promptness and preparedness d) appropriate verbal and nonverbal communication by being rated as "acceptable"* in each of these areas when rated by an interviewer (given the 3 possible ratings of unacceptable, acceptable, exceptional). * The mere evidencing of a technique or use of a technique developed in the unit qualifies a student for an "acceptable" rating.	No. 9 You will be participating in a simulated employment interview. You will be evaluated in each of the following areas as either unacceptable, acceptable or exceptional per the attached evaluation form*: a) proper conduct during an employment interview b) appropriate dress c) promptness and preparedness d) appropriate verbal and nonverbal communication You must achieve a rating of "acceptable" in each of the areas identified in order to demonstrate successful mastery. * Evaluation form to be derived following completion of analysis of required mastery on Form J-2.

FORM J-2

Course/Unit: GO 50

T.P.O # 9

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
1.1.1 Know how to properly greet interviewer, including speech and handshake.	1.1 Explain proper greeting.	1. Demonstrate proper conduct during an interview.			
1.2.1 Know proper conduct during interview including: a. No interruptions b. eye contact c. poise d. minimum of motion (distracting mannerisms) e. attentiveness (close listening and observation)	1.2 Explain proper conduct during interview.				
1.3.1 Know when the interview is coming to a close or terminated. (Indications are as follows): a. Interviewer asks, "Are there any questions?"	1.3 Explain proper closing of interview.				

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: GO 50
T.P.O # 9 (Continued)
Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
b. Interviewer asks for telephone number and where you may be contacted. c. Interviewer states length of time before interviewee will be contacted. d. Interviewer closes books or rearranges papers. e. Interviewer states, "Now that didn't take long." f. Interviewer stands. g. Interviewer walks toward door. 1.3.2 Know the appropriate opening and closing of door including last 5 items under "Student Related Causes," page 7. (See Attached.)					

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FORM J-2

Course/Unit: GO 50

T.P.O # 9

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
2.1.1 Know importance of proper dress, including: a) attire represents attitude b) dress and hygiene denotes clear thinking and personal organization c) attire and dress of individuals in firm creates the firm's public image.	2.1 Explain importance of proper dress.	2. Demonstrate appropriate dress.			
2.2.1 Know proper standards of dress for employment, including: a) conservative dress b) customary dress within the particular or specific place of employment.	2.2 Explain standards of dress.				

FORM J-2

Course/Unit: GO 50

T.P.O # 9

Level of Mastery: _____

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
3.1.1 Know the importance of promptness which indicates the following: a) denotes attitude b) indicates conscientiousness c) indicates interest in job d) tardiness is inconsiderate	3.1 Explain importance of promptness	3. Demonstrate promptness and preparedness.			
3.1.2 Know that tardiness retards business output and affects employer's image.					
3.2.1 Know the elements of preparedness, including: a) having a reminder system b) organized work area.	3.2 Explain elements of preparedness.				
3.2.2 Know the importance of follow through in relationship to preparedness.					

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FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: GO 50

T.P.O # 9

Level of Mastery: _____

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
4.1.1 Know appropriate sitting techniques. See "Student Related Causes," page 3, "Crossing of Legs" attached.	4.1 Explain appropriate sitting techniques.	4. Demonstrate appropriate verbal and nonverbal communication.			
4.2.1 Know appropriate standing techniques. See "Student Related Causes," pages 4 and 5, "Standing" attached.	4.2 Explain appropriate standing techniques.				
4.3.1 Know appropriate walking techniques. See "Student Related Causes," pages 6 and 7, "Walking" attached.	4.3 Explain appropriate walking techniques.				
4.4.1 Know speech and techniques. See "Student Related Causes," page 7, "Speech" attached.	4.4 Explain appropriate speech techniques.				

Course/Unit: GO 50

T.P.O. # 9

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as J-2.	See Criterion Measure on Form I-2.	1. Use of outside speakers to stress importance of various techniques listed on I-2. 2. Expanded use of the Skills Lab to allow for role playing of interview situation. 3. Individualized materials on each technique identified on J-2 to compensate for absenteeism or failure to master. 4. Use of video-tape to record students' behavior in simulated interview situation. Allows student to study/ critique own behavior.	

Curriculum Office Occupations

Course/Unit Title GO 50

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 10 A By the end of the unit, the student will be able to demonstrate mastery of answering the telephone in a pleasant manner.	No. 10 A In paragraph/essay form, the student will identify pleasant speech and mannerism patterns for telephone usage with 100% accuracy, according to instructor evaluation. (See Form J-2 for specific elements which must be included.)	No. 10 A You have in front of you an examination to identify all critical elements to be employed while answering/using a telephone with 100% accuracy (according to instructor evaluation). These critical elements are listed on Form J-2, Recall level.

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: GO 50

T.P.O # 10 A

Level of Mastery: Comprehension

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
10.1.1 Know the techniques of demonstrating pleasantness/ mannerisms via the telephone. These techniques include: a) voice with a smile b) tone and pitch modulation (less or lower than normal) c) enunciation and clarity imperative for listener understanding d) promptly answer each call e) if caller placed on "hold", check at least every 30-40 seconds.	10.1 Explain the techniques of demonstrating pleasantness/ mannerisms via the telephone.				

Course/Unit: GO 50

T.P.O. # 10(A)

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as presented on J-2.	See Criterion Measure on Form I-2.	1. Use of recording equipment to allow student to hear own responses to various situations and critique. 2. Creation of simulated phone conversation covering a variety of situations. Recording student's response for own critique. Include distractions, people coming up while they are handling phone, to simulate real world. Record response and video tape responses. 3. Creation of video tape simulators or video tape of real office situation that requires student to critique and choose appropriate response. 4. Individualized materials to compensate for absenteeism and failure to master.	

Curriculum Office Occupations

Course/Unit Title GO 50

TERMINAL LEARNING REQUIREMENTS

FORM I-2

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 7 By the end of the unit, the student will demonstrate mastery of the knowledge of folding and inserting letters into both large and small envelopes.	No. 7 With the proper materials needed, the student will be able to properly fold and insert letters into envelopes (for both large and small envelopes).	No. 7 You have in front of you two letters, a large envelope and a small envelope. Fold one letter and properly insert into the large envelope. Fold the other letter and properly insert into the small envelope.

FORM J-2

Course/Unit: GO 50

T.P.O # 7

Level of Mastery: Application

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
7.1.1 Know how to fold and insert letters into large envelopes. 7.1.2 Know how to fold and insert letters into small envelopes. 7.2.1 Know that letters must be folded neatly and creased well to be inserted into envelopes. 7.2.2 Know that letters must be folded and inserted so that when reader grasps letter in envelope and removes from envelope, letter falls open.	7.1 Explain the folding and insertion methods of placing letters into envelopes (for both large and small envelopes). 7.2 Explain the Criterion applied to evaluate correct folding and inserting.	7. Properly fold and insert letters into envelopes (for both large and small envelopes).			

Course/Unit: GO 50

T.P.O. # 7

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
7.1 Same as presented on J-2.	See Criterion Measure on Form I-2.	Use of the Skills Lab to allow practice.	

FORM I-2

Curriculum Office Occupations

Course/Unit Title GO 50

TERMINAL LEARNING REQUIREMENTS

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 11 By the end of the unit, the student will be able to demonstrate good judgment when handling telephone complaints.	No. 11 In paragraph/essay form, the student will identify proper "good judgment" techniques when handling telephone complaints, with 100% accuracy according to instructor evaluation.	No. 11 You have in front of you an examination to identify the proper "good judgment" techniques when handling telephone complaints with 100% accuracy according to instructor evaluation.

FORM J-2

Course/Unit: GO 50

T.P.O # 11

Level of Mastery: Comprehension

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
11.1.1 Know the techniques determining appropriate behavior when handling telephone complaints including: a) takes complaints personally b) does not know when to terminate call because of obscenities or boisterous remarks c) personally gives customer assurances which over-extends personal decision-making authority.	1.1 Explain the factors determining appropriate or inappropriate behavior when handling telephone complaints.				

Course/Unit: Office Occupations, GO 50

T.P.O. # 11

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as presented on J-2.	See Criterion Measure on Form I-2.	1. Use of recording equipment to allow student to hear own responses to various situations and critique. 2. Creation of simulated phone conversation covering a variety of situations. Recording student's response for own critique. Include distractions, people coming up while they are handling phone, to simulate real world. Record response and video tape responses. 3. Creation of video tape simulators or video tape of real office situation that requires student to critique and choose appropriate response. 4. Individualized materials to compensate for absenteeism and failure to master.	

FORM I-2

Curriculum Office Occupations

Course/Unit Title GO 50

TERMINAL LEARNING REQUIREMENTS

Curriculum Analyst _____

Date _____

Terminal Performance Objectives	Criterion Statement	Criterion Measure
No. 15 By the end of the unit, the student will demonstrate mastery of the knowledge of handling and processing incoming mail.	No. 15 In paragraph/essay form, the student will identify handling and processing of incoming mail with 90% accuracy. (See Form J-2 for specific elements which must be included.)	No. 15 You have in front of you an examination. State all critical elements relating to the handling and processing of incoming mail with 90% accuracy. (These critical elements are listed on Form J-2, Recall level.)

FORM J-2

COGNITIVE/PSYCHOMOTOR/AFFECTIVE ANALYSIS
FOR
TERMINAL PERFORMANCE OBJECTIVE

Course/Unit: Office Occupations--GO 50

T.P.O # 15

Level of Mastery: Comprehension

Refer to: Taxonomies--SAFE Manual, pps. 143-46
Handouts on Taxonomies

RECALL (Memory)	COMPREHENSION (Explanation)	APPLICATION (Apply to simulated or real situation)	ANALYSIS (Break down into parts)	SYNTHESIS (Pull together elements/ solve problems)	EVALUATION (Make judgments)
15.1.1 Know the techniques of opening mail, including: a) proper opening without tearing mail b) time and date stamped c) saving envelope with correspondence.	15.1 Explain the techniques of opening mail.				
15.2.1 Know the techniques of handling and processing incoming mail, including: 15.2.2 Early routing of mail is vital. 15.2.3 Proper routing to various departments is an essential "time saving" means. 15.2.4 All transactions are slowed if mail is not handled properly.	15.2 Explain the techniques of handling and processing incoming mail.				

Course/Unit: Office Occupations, GO 50

T.P.O. # 15

LEARNING SEQUENCE

FORM K-2

LEARNING STEPS	RESPONSE/EVALUATION	ALTERNATE METHODS/MEDIA	METHOD/MEDIA SELECTION
Same as presented on J-2.	See Criterion Measure on Form I-2.	1. Individualized materials to compensate for absenteeism and failure to master. 2. Use of Skills Lab, simulations.	

RESEARCH AND DESIGN

PROJECT: MOBILITY

STEPS OF CURRICULUM ANALYSIS

STEP 5

THE FINAL STEP TAKEN BY THE TEAM IS TO PULL TOGETHER ALL THEIR FINDINGS AND RECOMMENDATIONS INTO ONE DOCUMENT. THIS DOCUMENT, IN COMBINATION WITH THE METHODS/MEDIA ALTERNATIVES IDENTIFIED IN STEP 4 WILL BE THE BASIS FOR SPECIFIC PROGRAM CHANGES TO BE IMPLEMENTED IN PHASE III OF THE RESEARCH AND DESIGN PROJECT. IN COMBINATION WITH THE OTHER PORTIONS OF THE PROJECT, I.E., COUNSELING AND GUIDANCE, MANAGEMENT PLANS, EVALUATION AND AUDIT SYSTEMS, THE CURRICULUM DESIGN RECOMMENDATIONS SHOULD ELIMINATE THE HURDLES TO SUCCESS BEING ENCOUNTERED BY DISADVANTAGED AND/OR HANDICAPPED VOCATIONAL EDUCATION STUDENTS. IF THEY DO NOT, THEY WILL BE REANALYZED AND REVISED UNTIL THEY DO.

STEP 5:

A) DEFINE SPECIFIC RECOMMENDATIONS OF PROGRAM/COURSE CHANGE TO ELIMINATE THE IDENTIFIED PROBLEMS AND PRODUCE THE REQUIRED MASTERY.

RESEARCH AND DESIGN PROJECT
OFFICE OCCUPATIONS

General Recommendations

I. Absenteeism

The vast majority of conditions contributing to the disadvantaged student's falling behind and eventually dropping out of or failing in the Office Occupations programs stem from a high incidence of absenteeism. There is also no corresponding department capability to assist the student to make up what was missed during the absence. This absenteeism also contributes to the problems encountered by disadvantaged students because it deprives the student of needed practice in the skills of Office Occupations.

In response to these critical problem areas, the Committee makes the following two recommendations:

a) Even though there presently exists a Skills Laboratory for Office Occupations, it is the consensus of the Committee that this laboratory has supervision, space and equipment limitations which limit its effectiveness. The Committee believes that an enhanced use of the Skills Lab can do a great deal in combating the problems produced through absenteeism. We recommend that the capacity of the Lab be expanded, that a qualified Office Occupations instructor be available continuously in the Lab to tutor those students using the Lab, that the equipment available in the Lab be expanded to support higher use and also to allow for practice in duplicating techniques developed in general office courses. It is also recommended that the Lab's schedule of hours be expanded to accommodate those students who are only available in the late afternoon.

b) It is also our recommendation that efforts be undertaken to either purchase or create individualized materials to reinforce the entire Office Occupations curriculum. This would allow students to make up those areas they missed through absenteeism. We believe this is critical because we believe that falling behind by students contributes to and even promotes their absenteeism. We believe that providing them an opportunity to make up what they have missed could break the cycle of "getting behind because you are absent and then being absent because you have fallen too far behind to succeed."

II. Redesign of Required Courses

It is the opinion of the Committee after a careful analysis of all required courses at Fresno City College and a comparison with employers' job descriptions that a number of courses exceed the skills required for employment. These courses specifically are English 5 (Business Correspondence), BA 10 (Introduction to Business), and portions of BA 18 (Business Law), GO 51 (Applied Accounting) and BA 33 (Human Relations In Business). In addition to these courses, it was also discovered that certain requirements in employment are not covered by the present curriculum, including etiquette, verbal and nonverbal communication skills, and social customs and mannerisms.

We recommend that those courses which exceed employment requirements should be eliminated and that a new course(s) be developed which combines the "need to know" parts of the courses identified above with those not presently part of the curriculum but required for employment.

III. Child Care

There presently exists no service to care for children while the parent(s) attend Office Occupation courses. This prevents a number of students from succeeding in the courses and promotes absenteeism on their parts.

We recommend that child care services be provided to those parents enrolled in the Office Occupation Program and requiring these services.

IV. Basic Skills

Central to employment in Office Occupations is mastery of basic communication and computational skills. We find that the majority of disadvantaged students are ill equipped in these areas.

We recommend, therefore, that basic remedial programs be established to develop English, vocabulary, mathematics, reading, writing and study skills in disadvantaged Office Occupation students.

Specific to vocabulary and spelling, we further recommend that these courses or services focus on establishing the visual equivalence of words in students. Students don't have "mental pictures" of what would be considered standard vocabulary and new business vocabulary.

In addition to the academic basic skills deficiencies, it is the finding of the Committee that certain attitudinal areas also contribute to the problems encountered by students. These would include their attitudes toward the institution, learning, faculty, employers, administration, rules and regulations. Some special service must be created to deal with these attitudinal problems if the student is to become prepared for employment.

V. Counseling

We have discovered that students enter the Office Occupations without a clear understanding of what it would take to succeed in the program and without prerequisites necessary for success.

We recommend, therefore, that the Counseling Services reassess the advice they provide students and more thoroughly apprise the students of the academic difficulties involved in completing the Office Occupations curriculum. They should, in addition, counsel these students to complete all required basic skill building before enrolling in the Office Occupations curriculum.